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ABSTRACT

This report on the state of education in Canada is comprised of two parts. Part I deals with the administration and organization of education within the ten provinces, and lists developments and trends from 1974-76. Structure, curricula, teacher education, and certification are discussed. Educational developments include public involvement, community education, a movement toward a core curriculum, and encouragement of second language learning. Legislative, administrative, and financial developments are also highlighted. Part II describes government programs which support education. In Canada, each province is responsible for the administration of its own educational system. However, education for the Yukon, the Northwest Territory, the armed forces, native tribes and the penetentiary systems are the responsibility of the Canadian government. In addition, the government supports provincial education through grants. Programs include financial assistance to students and to institutions and faculty for research. Developments from 1975-76 include financial support for post secondary education and changes in the granting councils. An excerpt from the 1975 Canadian Report for the International Conference on Education is included. Organizational charts are included in appendices. (KC)

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EDUCATION IN CANADA

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REPORT FOR THE 36TH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION GENEVA, AUGUST 30-SEPTEMBER 8, 1977

PREPARED BY

COUNCIL OF MINISTERS OF EDUCATION, CANADA
AND
EDUCATION SUPPORT BRANCH
DEPARTMENT OF
THE SECRETARY OF STATE OF CANADA

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FOREWORD

This report, prepared at the request of the International Bureau of Education for presentation at the 36th session of the International Conference on Education, comprises two volumes: Volume I, prepared by the Council of Ministers of Education, Canada, deals with education in the ten provinces of Canada; Volume II, prepared by the Education Support Branch of the Department of the Secretary of State of Canada, discusses programs of the Government of Canada in support of education.

Volume I, consisting of Parts I and II, has been prepared in conformity with the guidelines provided by the International Bureau of Education. Part I describes the organization and administration of education in the provinces. Part II lists the developments and trends that took place in education in the provinces during the period 1974-75 to 1975-76 and is based on contributions from a number of provincial departments of education.

Volume II consists of two parts and an appendix. Part I, to be read in conjunction with Appendix A, describes Government of Canada programs bearing on education. Part II describes major developments which have taken place in 1975 and 1976 in Government of Canada programs bearing on education and research.

VOLUME I

PREPARED BY

COUNCIL OF MINISTERS OF EDUCATION, CANADA

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PART I: ORGANIZATION AND STRUCTURE OF EDUCATION IN THE PROVINCES OF CANADA

LEGISLATION

Under the constitution of Canada, the British North America Act of 1867, sovereign powers over education are assigned to the provincial legislatures. As the opening of Section 93 of the B.N.A. Act states, "In and for each province, the Legislature may exclusively make laws in relation to education". These powers were made subject to qualifications respecting the rights and privileges of denominational and minority schools in each province as those rights stood at the time each province was admitted to Confederation.

In consequence, Canada has ten provincial education systems. Each provincial government legislates for education at all levels and assigns to a ministry or department the task of implementing government policy and legislation. Four provinces have created a separate ministry or department to be responsible for post-secondary education.

School Acts or Education Acts, passed by the provincial legislatures, create local units of administration (school boards) under "lay" trustee control that are charged with the responsibility for operating elementary schools (generally grades 1 to 6-8) and secondary schools (generally grades 7 or 9 to 11, 12 or 13) in their jurisdiction. Colleges Acts and Universities Acts set forth the structure and powers of post-secondary institutions.

In each province education policies are determined through ministers of education or of post-secondary education, who are members of the Executive Council or Cabinet, designated to that portfolio by the Premier of the province. The Minister is directly responsible for the management and operation of the education system during his term of office, through departments (or ministries) of education. The policies and powers of the government are embodied in a School or Education Act (or Acts). Other duties and obligations derive from Regulations made by the Executive Council or the Minister which must be concerned with subject matter covered more generally by an Act. Regulations are intended to deal with the implementation of principles.

Most Education Acts contain both compulsory ("the school board shall...") and permissive ("the school board may...") directives for the total operation of the school system. In effect, certain duties, rights, and responsibilities are assigned under legislative Acts, to the trustees of the school boards. These duties relate to the hiring, promotion, and dismissal of teachers; to curriculum development and the supervision of instruction; to school buildings and maintenance; to the raising of money by local property assessment; and to the distribution of provincial grant monies. In turn, school boards assign certain duties to administrators and professional educators.

Public education to the end of high school is co-educational and free. Children are required by law to attend school from the age of 6 or 7 until age 15 or 16, which is normally grades 1 to 10. The upper age limit for free attendance in the public co-educational school system is generally from 19 to 21. In Quebec free education is extended to the colleges of general and vocational education (CEGEPs - collèges

d'enseignement général et professionnel), where students following a full-time program of at least four courses per session are entitled to free instruction. Students at most other post-secondary institutions in all provinces are assessed tuition fees.

Compulsory attendance varies. The ages are 7-15 in Newfoundland, Prince Edward Island, New Brunswick, British Columbia and the Yukon; 7-12 in the Northwest Territories; 7-16 in Manitoba and Saskatchewan; 6-16 in Nova Scotia, Ontario and Alberta; and 6-15 in Quebec.

ADMINISTRATION

The legal, administrative and financial supervision of public education from elementary school through university is the responsibility of the provincial government.

Departments (or ministries) of education

The minister responsible for education, through School Acts, University Acts, and College Acts, amendments and Regulations, has general powers over education in his province. However, the actual administration of the department of education is delegated to a permanent official, a civil servant, who is usually a professional educator, who bears the title of deputy minister. In addition to advising the minister, he is responsible for the day-to-day workings of the department, implementing the educational policies of the government, enforcing the Education Acts and regulations, and assuring the efficient administration of the department through its various functional divisions.

The structures of the departments or ministries of education vary from province to province. British Columbia, Quebec and Newfoundland have a single ministry responsible for education at all levels.

In Prince Edward Island, Nova Scotia and New Brunswick, where the Maritime Provinces Higher Education Commission acts as an advisory body on post-secondary education to the Maritime Council of Premiers, the departments of education are concerned primarily with the provision of education at the elementary and secondary levels.

Ontario, Manitoba, Saskatchewan and Alberta have each established two separate departments, one for elementary and secondary education, the other for post-secondary education. In addition, Alberta and Manitoba have combined the responsibilities for both post-secondary education and manpower into one department.

By way of illustrating the varying departmental structures in the provinces, organization charts for the education departments of Quebec, Manitoba and New Brunswick have been included in Appendix A.

Most provincial departments of education operate regional offices staffed by administrators and professional educators. These branch offices serve to decentralize consultative services in program development and evaluation and to assist in the administration of other department functions.

Since in many provinces recent changes have lessened the direct supervisory and inpection role of the education departments, the school boards have been invested with greater autonomy in curriculum development and and in the supervision and evaluation of instruction. The departments of education, in many instances, are focusing more on general policy and on consultation and leadership.

Most provinces (all but two) have created a grants council or commission to serve as intermediary between the provincial government and the post-secondary institutions and to deal with matters of planning and finance. These bodies differ in structure and powers from province

to province. A single commission, established by interprovincial agreement, performs these functions for Nova Scotia, New Brunswick and Prince Edward Island. Several provinces have established permanent advisory bodies to give assistance to the Minister and the department by developing strategy for reform and by relaying public opinion.

Planning and research

Educational planning in several provinces forms part of the responsibilities of the various division directors in the department or ministry of education. Other provinces have a separate planning, research or development division within the department.

Some school boards, as well as a number of school trustee or teacher associations, encouraged and supported by the department of education, carry out or commission research on educational issues. There are also a number of research institutes, or institutes combining research with graduate programs in educational theory (such as the Educational Research Institute of British Columbia, the Ontario Institute for Studies in Education, the Atlantic Institute of Education, and Quebec's National Institute for Scientific Research).

Supervision

Generally, a department of education undertakes the supervision of teacher competency and the granting of teaching certificates; the evaluation of school programs; the establishment of courses of study and prescription or approval of textbooks; the provision of financial assistance; the setting out of rules and regulations for the guidance of trustees and education officials of school boards; and the general delineation of the duties of school principals and teachers.

Some provinces have field officers or superintendents appointed by the department of education to evaluate schools, programs, and teacher

performance. In some provinces this supervisory function is not emphasized and such department officials are designated as consultants.

School boards

In carrying out its responsibility for elementary and secondary education, each province has legislated an organization of local units of administration, generally referred to as school boards, to which certain duties and powers are delegated or assigned by statute. The boards function as corporations and operate under their province's School Acts and Regulations. These legislative provisions determine the number of trustees and whether they are elected by the public at large or appointed by the province. The degree of control by the department of education varies from province to province. Generally speaking, school boards are charged with providing a broad range of educational programs including the hiring of qualified personnel for these programs and the building and financing of suitable facilities.

The local school system operates under the control of lay citizens on the board of trustees, who have been assigned decision-making power, within the limits of School Acts and Regulations, to set the annual budget and to establish policies to be implemented by professional educators. In most provinces, trustees are elected by property-owning members in the school board's jurisdiction. In most provinces where all of, or a proportion of, the trustees have in the past been appointed by the province, the trend is now to an all-elected board of school trustees.

Many boards now employ superintendents of education who function as chief educational officers for their area.

Exceptions to the general form of school board governance are the two-tier systems for Metropolitan Toronto and for the Island of Montreal. The Metro Toronto School Board was established in 1954 and, since 1967, the five municipal borough boards of education and the City of Toronto

Board have formed the Metro Toronto School Board which raises and allocates finances for each board following study of each board's budget. The School Council for the Island of Montreal, established in 1973, operates in a similar way for the Island's eight district boards.

Financing

Revenues for elementary and secondary school education derive from two main sources: local taxation on property and provincial government grants from general revenue. All provinces have developed some form of equalization grant structure which means that expenditure in a school board's jurisdiction does not depend entirely upon its local wealth. The use of uniform provincial assessment procedures has made it possible to equalize the education tax burden among school districts that vary in their tax-paying ability.

Most provinces have been moving rapidly towards a system of schools in which the province is, in effect, regarded as one unit for the purpose of school finance. The percentage of school board expenditures borne by provincial grants has been increasing in most provinces.

The proportion of school revenues derived from provincial grants varies from province to province: 100% in New Brunswick and Prince Edward Island and more than 95% in Newfoundland; 75% to 90% in the western provinces, in Quebec, and in Nova Scotia. Ontario uses percentage equalizing grants adjusted by cost-related weighting factors to achieve a high degree of equity; 55% of the total expenditures of school boards is met from the provincial treasury.

The universities, traditionally autonomous, and many of the college systems, are governed by independent boards, but since 1960 have become heavily dependent on public funds. Provincial resources

for grants paid to post-secondary institutions include allocations from the general revenues of the provinces which include fiscal transfers from the federal to provincial governments in indirect support of that level of education.

In 1974-75 national expenditures on education came to 7.5% of the Gross National Product. In 1975 and 1976 it was estimated at 7.9% of the GNP.

It is estimated that government spending on education amounted to $10.1 billion in 1974-75, and $12.1 billion in 1975-76. In 1975-76 $10.9 billion is estimated to have been spent by provincial and local governments.

STRUCTURE AND ORGANIZATION

The education systems in the different provinces have much in common, although each has unique features. Diversity stems in part from the traditions and aspirations of the founding settlers in each province and from differences in economy, geography, and size of population. Scottish educational practice (more so than English or American) had a strong early influence on English-speaking Canada while the traditions of education in France were followed in the French system of schools in the province of Quebec.

An overview of the structure of education in Canada is provided in Appendix B. Chart 1 gives a picture of the general structure of the various levels of education and Chart 2 identifies the levels within elementary and secondary education in the provinces and territories.

Pre-school level

Pre-school programs or kindergartens for five-year-olds are now offered under public control in some areas of all provinces except Prince Edward

Island, Nova Scotia, New Brunswick, and Alberta. In Alberta children between the ages of 4½ and 5½ have the opportunity to participate in an interdepartmental and multidisciplinary Early Childhood Services Program that is funded publicly. In Nova Scotia children are enrolled at age five in the primary grade (a "readiness" level) of the regular school program.

Some school boards in Quebec, Ontario, and Manitoba also provide junior kindergartens for four-year-olds, and Manitoba may admit youngsters at the age of three. Alberta provides financing for Early Childhood Services Programs for handicapped children between the ages of 3½ and 4½. In recent years there has been a rapid development in kindergarten and nursery school groups where youngsters are helped to develop physically, intellectually, socially, and emotionally. There is current experimentation with open-area education methods and an integrated-day program approach.

Most provinces have licensing regulations for day care centres, play schools and nurseries, all of which come under the jurisdiction of departments of public welfare or social services. There are also numerous private kindergartens and nursery schools in Canada which are licensed by the departments of education or departments of social services.

Elementary level

Elementary usually refers to those schools offering programs from grade 1 to grades 6 or 8 (usually children ages 6 to 11 or 13) and secondary refers to those schools with programs for higher grades (ages 12 or 14 to 18). However, the point of transition from elementary to secondary varies from province to province, and from school board to school board. Some school boards break up the elementary-secondary continuum into schools which group together, for example, grades 1-6, 7-9 (junior high) and 10-12 or 13 (senior high).

Elementary school curriculum concentrates on an inter-disciplinary broad orientation to basic learning in reading, writing, and computation, as well as science, social studies, music, art, and physical education. Most provinces have adopted some form of non-graded continuous progress by which children proceed to the next level of learning in a subject rather than, as in the past, repeat a complete grade-year if their performance is not adequate in one or two areas of learning.

Facilitating this philosophy in many school boards is the open-area school in which up to four classes (about 120 children) may operate in a large open area with no structural separation. Many school systems have some form of open plan in their schools, especially the elementary schools, in order to make more effective the use of team teaching, multi-age and multi-level grouping, individual or small group instruction, and the library-resource centre.

Secondary level

To provide for different needs and abilities, secondary (or high) schools offer a variety of academic and vocational programs. Some larger centres have specialized technical or vocational secondary schools, or two-year occupational schools, but most secondary schools in most provinces are composite in nature, offering a wide range of academic, business, and technical courses.

Graduation can take a student to employment, university, a trade school or to a non-university educational institution. Unique to Quebec is that the five years at the secondary level (grades 7 to 11) are followed by an intermediate level of two or three years at a college of general and vocational education (CEGEP) in a program leading to university or to occupational training.

Secondary schools are mainly organized around subject disciplines and students move through the school taking courses from different teachers. Certain subjects are compulsory in most provinces for a core curriculum, and over and above that students may select options or elective subjects for credit. The wide choice of electives has produced a system of individualized timetabling and of promotion by subject rather than by grade. Some schools find that subject promotion facilitates the operation of a two-semester system, in which a student takes one half the number of subjects in the first semester but doubles the time of instruction in each subject.

Private schools

Private schools (independent from the public system and for which fees are charged) are generally established subject to provincial regulations. Four provinces - British Columbia, Alberta, Saskatchewan and Quebec - provide some form of financial assistance to such private schools. Only 3.1% of the country's total elementary and secondary enrolment is accounted for by private schools. However, a significant increase in private school enrolment in central Canada was observed in 1975: 7.8% in Ontario and 5.6% in Quebec over the previous year.

Privately supported schools, usually with a religious affiliation, may operate in any province provided that they meet the standards set by the province. In most cases, they follow closely the curriculum and diploma requirements of the department of education.

Separate schools

Several provinces provide tax support for schools on a denominational basis. School Acts in Ontario, Saskatchewan, and Alberta provide tax

support for both public and separate schools, although in Ontario separate schools may operate only at the elementary level. Newfoundland legislation provides for a system of "denominational" Roman Catholic and Protestant school boards as does Quebec legislation - but here the terms "public" and "separate" are not in use.

British Columbia, Manitoba, New Brunswick, and Prince Edward Island have non-sectarian public education. In Nova Scotia, all schools operate under a non-denominational public school board, since there is no formal administrative provision for separate schools in this province.

Special education

In Canada there are 17 schools for the deaf and six for the blind and, in some provinces, schools for the trainable retarded, which are directly administered by the province in which they are located. In Saskatchewan, Manitoba, Ontario, Nova Scotia, and Prince Edward Island, however, instruction for the trainable retarded has been placed under the jurisdiction of school boards. An in Quebec the education of handicapped children is organized by the school board.

The ultimate goal is to integrate as many of these handicapped children as possible into the program of their neighbourhood school and to integrate special classes for them into the setting of local schools.

Post-secondary level

This tertiary level is composed of two groups: degree-granting institutions (universities) and non-degree granting institutions awarding diplomas and certificates (community colleges, technical institutes, colleges of agriculture and arts, and hospital schools of nursing).

Universities

Canada has 66 public, degree-granting universities, 16 of which hold their degree-granting powers in abeyance while in federation or affiliation with other universities. Universities in Canada have developed distinctive characteristics which have evolved from the diverse geography, history, and economy of the different parts of the country. The eastern universities, the earliest established, were initially each supported and controlled by religious institutions (and were first modelled on the European tradition) until provincial charters made them secular institutions. In the west, other university structures emerged. Here, provincial universities were established by provincial charter soon after these provinces entered Confederation. In the four western provinces, the example of land-grant colleges in the United States led to a strong commitment to extension programs and community services.

Since the mid-1950's governments in all provinces have become increasingly involved in financing university education and in planning its development, and universities have been encouraged to coordinate their programs. Now the universities, most of which were operated as private institutions up to 1960, have become heavily dependent on public funds.

Admission to university requires the attainment of high school graduation, except in Quebec where it is based on completion of a two-year program at a CEGEP (collège d'enseignement général et professionnel), for which grade 11 is a prerequisite. Most universities are now changing admission policies to admit, at 21, 23 or over, "mature students", who are defined as persons who have not completed secondary school, but who are judged able to undertake the courses desired although they do not meet the ordinary entrance requirements. The decision on admitting students is reserved to the universities, each acting autonomously.

Provision is made for part-time students, and a number of universities offer off-campus courses. There have also been experiments with full year operation and with "work-study" programs where the student alternates between supervised regular employment and classroom study.

Community colleges

The general term "community colleges" is used to denote a system of post-secondary education which includes an alternative to university. Among the provinces, there are different kinds of colleges that come within this broad category: colleges of applied arts and technology, regional or community colleges, and colleges of general and vocational education (CEGEPs). In many provinces, community colleges do not include certain specialized institutions as fisheries, navigation and marine engineering schools, agricultural colleges or institutes of technology, but all such non-degree granting institutions are generally grouped under the rubric of community colleges.

Based on the conviction that all citizens are educable, the college system operates under extremely flexible admission policies. A secondary school graduation diploma (grade 12 in most provinces) is generally required for admission to courses leading to university entrance, but the broadest interpretation prevails regarding acceptability for most courses. Fees are appreciably lower than for university, and in Quebec instruction at the CEGEP level is free.

The "community" adjective denotes that the colleges are designed to meet local needs and are within easy distance of large population centres. As locally oriented institutions, they offer general and specialized programs for full-time and part-time students as well as an impressive program of non-credit courses, day and evening, for the citizens of their community. The normal duration of college studies is two years for university transfer

programs and up to three years for technical or occupational career programs. In addition, a wide variety of specialized one-year courses are offered in response to special and upgrading needs of local business and industry.

In most provinces, specialized trade or vocational schools as well as federal manpower training programs have been incorporated into the colleges. Hospital schools of nursing are also coming under college jurisdiction in a number of provinces.

Continuing education

The most familiar form of continuing education is adult education, a field in which Canada has a notable history. The clearer recognition over the past ten years of the need for more varied opportunities for further education has resulted in an impressive growth of a multiplicity of programs, for credit and for general interest, in academic, vocational, cultural and social fields.

A diversity of opportunities is offered either full time or part time, day or evening, through technical institutes, community colleges, universities, school board programs, department of education correspondence courses, television and radio, business colleges, professional associations, community agencies, and through such learning-based institutions as libraries, museums, and art galleries.

A number of provinces have legislation authorizing the existence of private trade and vocational schools. These are profit making institutions and normally do not receive financial assistance from the province, but their students may, if their courses qualify, be eligible to seek student financial assistance from the federal government. Schools regulated must ensure that their graduates have the same occupational qualifications as those from the public system.

School systems have greatly expanded their role in the adult education field by providing opportunities for out-of-school citizens in

the form of evening classes offering elementary and secondary school credit courses, as well as a variety of special interest activities. This trend has been strengthened by the after-hours community use of school facilities.

Several provinces have an adult "equivalency diploma" program leading to a diploma equivalent to the secondary school graduation diploma that enables the adult student to undertake various combinations of courses in specific academic or vocational subject concentrations. Other provinces provide a full complement of regular secondary level diploma programs for evening students but reduce the number of required courses to specific core subjects for each grade level. All provinces, except Alberta, Ontario and Quebec, have instituted a high school equivalency testing program whereby an adult can take a series of tests and examinations (some of which take into account work and life experiences) to receive secondary school equivalent standing up to the final diploma.

Community colleges have been in the forefront of adult education, providing opportunities to complete courses on a part-time basis, as well as offering extensive year-round special interest programs. Many colleges conduct joint adult education projects with local school boards and cultural agencies. All of these activities are so extensive and flexible that no firm statistical data are available.

The universities have extended their reach into the community by instituting qualifying year privileges for returning mature students, by providing extra-mural winter and summer courses and by introducing non-credit courses and community development programs through departments of extension or continuing education. Increased participation in university day and evening credit courses is reflected in the upsurge of part-time undergraduate enrolment. Part-time enrolment is increasing at a faster rate than is full-time.

Diplomas and examinations

The deparment (or ministry) of education has the power to grant school-leaving graduation diplomas after students complete their secondary schooling, and these traditionally have been awarded through provincially set compulsory examinations. Such departmental, external examinations are now required only in Newfoundland, Quebec, and Saskatchewan. In Saskatchewan, provincial examinations are mandatory for admission to university only in schools where teachers are not accredited by the department of education; they account for only 50% of the final standing in the subject taught by such a non-accredited teacher. Alberta offers provincial examinations, which are not mandatory, to students who wish to improve their marks and to adults who have engaged in private study.

In lieu of provincial examinations, recommendations for school-leaving diplomas are awarded on a combination of criteria: the student's whole secondary school record, his performance on school examinations and tests, and the assessment by teachers and the school principal. High school graduation is grade 12 in all provinces except Newfoundland and Quebec where secondary school ends at grade 11. Ontario is the only province with a grade 13, on the completion of which the student receives a Secondary School Honour Graduation Diploma. In those provinces that still use the terms, junior matriculation generally refers to completion of grade 11 (grade 12 in Ontario), senior matriculation refers to completion of grade 12 (grade 13 in Ontario). Several provinces, including Ontario, are gradually replacing the practice of regarding each secondary school year as a separate unit by a system of credits which a student accumulates for courses successfully completed until the prescribed number required for graduation has been achieved.

The universities' Bachelor of Arts or Science degree is a three- of four-year program, with an additional year or more of intensive and

higher quality work being required for an honours degree. Masters and Doctoral degrees each involve a minimum of one additional year. For admission to faculties of law, medicine, dentistry, business administration, and theology, students usually must have obtained a degree in arts or science. Some universities take previous work experience into account. In certain universities engineering and education are taken as a first degree.

The community college students receive a certificate or diploma when they successfully complete their programs.

School year

Ten months make up the elementary and secondary school year, which is usually from early September to the end of June, consisting of 180 to 200 teaching days. Some provincial departments allow school boards considerable freedom in setting opening and closing dates. All schools observe Labour Day (the first Monday in September) and Good Friday as holidays and, in most provinces, Easter Monday, the Queen's Birthday, and Thanksgiving Day; there is, as well, a Christmas break, generally from about December 22nd to January 3rd, and a spring break, usually of a week's duration. The university academic year usually begins shortly after the middle of September and continues until late April or early May with a break at Christmas and again in early spring. The community college year is generally ten months per calendar year. In Ontario, some programs are operated on a twelve-month basis.

CURRICULA

The Minister of Education is responsible for describing and prescribing courses of study which set out the content of the school program and the overall sequence in which it is taught. The Minister authorizes subjects which are to be compulsory. (In Ontario, for example, compulsory subjects in the first two year of secondary education are English, mathematics,

science, and Canadian history or geography.) A wide variety of optional or elective courses (from languages to environmental studies) are also offered. Many departments of education issue curriculum guidelines which are authorized statements of a general nature outlining course content. It is the responsibility of the supervisory officers of a school board to see that particular courses of study are designed within the rationale of the philosophy and approach outlined in the guidelines. Principals also share in this duty.

In most provinces, it is the intent of current policy that teachers, preferably in the setting of the school staff, take an active role in designing the courses they teach. The participation of students, especially at senior levels, is also encouraged. For new courses, school boards must seek approval from the Minister. A new course is usually introduced at one or a few schools before a ministerial decision is made on its province-wide application.

Every province issues lists of texts which are authorized or recommended for use in its schools: lists grow larger as new curriculum subjects are introduced and as the trend away from one basic text takes hold. An example of this movement is the fact that Alberta, Manitoba, and Newfoundland have passed legislation enabling school boards to prescribe their own texts and instructional materials. With school board permission, teachers can use books of their own choosing. In Manitoba and Newfoundland the province pays the cost of such school board purchases in the same manner as if the texts had come from the provincial list; in Alberta the school board pays this special expense from its own funds.

No uniform pattern prevails across the country for community colleges, illustrating how each province develops unique responses to its

particular needs. In British Columbia, Alberta and Quebec, colleges offer advanced-level studies from which a student may transfer to a university; they also offer career and vocational programs leading to employment, and in some areas, remedial-development programs and a variety of general education studies. Elsewhere the colleges provide a comprehensive vocational and career alternative to university, with a wide range of technical, general, and remedial studies.

The university curriculum embraces the liberal arts, social sciences, natural sciences, and training for such professional careers as medicine, engineering, law, dentistry, and teaching.

TEACHER EDUCATION AND CERTIFICATION

The department of education grants certificates of qualification only to those teachers whose training and achievements satisfy provincial regulations, which vary from province to province. Only ministerial decision can suspend or cancel a teacher's certificate.

In most provinces training for both elementary and secondary school teachers is conducted by faculties of education within universities in three-year or four-year Bachelor of Education courses or in a professional program of one or more years taken after a university degree. In all provinces, except Saskatchewan and New Brunswick, certificates carry only interim authority to teach and are made permanent by two years of successful teaching and the recommendation of an officer of the department or ministry of education or, in some cases, an official of the local school system.

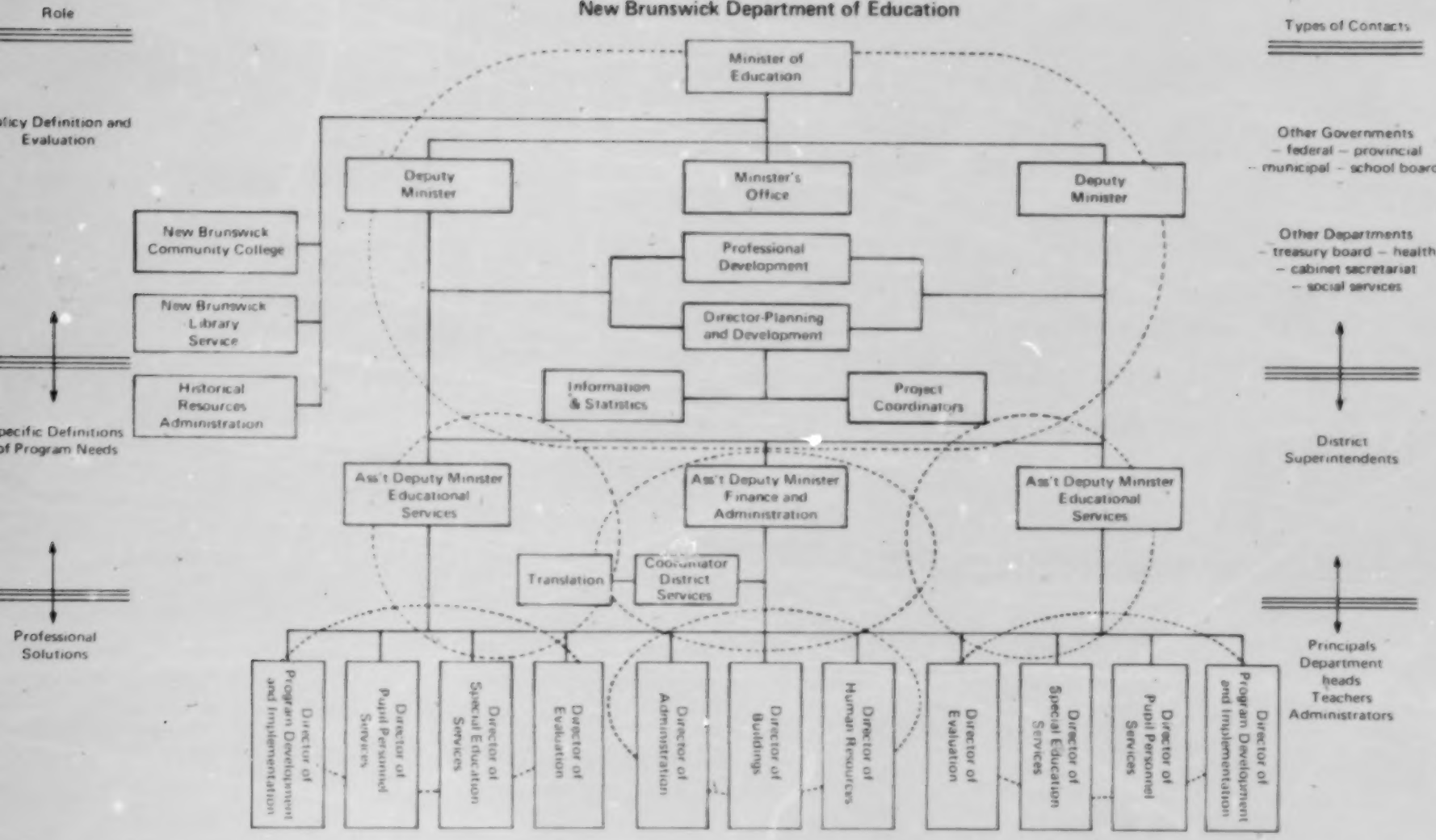
Within all faculties of education, whether a certificate or a professional degree is being pursued, the program content is divided into the traditional categorical components of academic courses, professional courses, and school (field) experience.

Two provinces also operate teachers' colleges for training elementary school teachers. In Ontario a B.A. is required for admission to the one-year course. In Nova Scotia admission to the three-year diploma program requires a high school completion (grade 12) certificate.

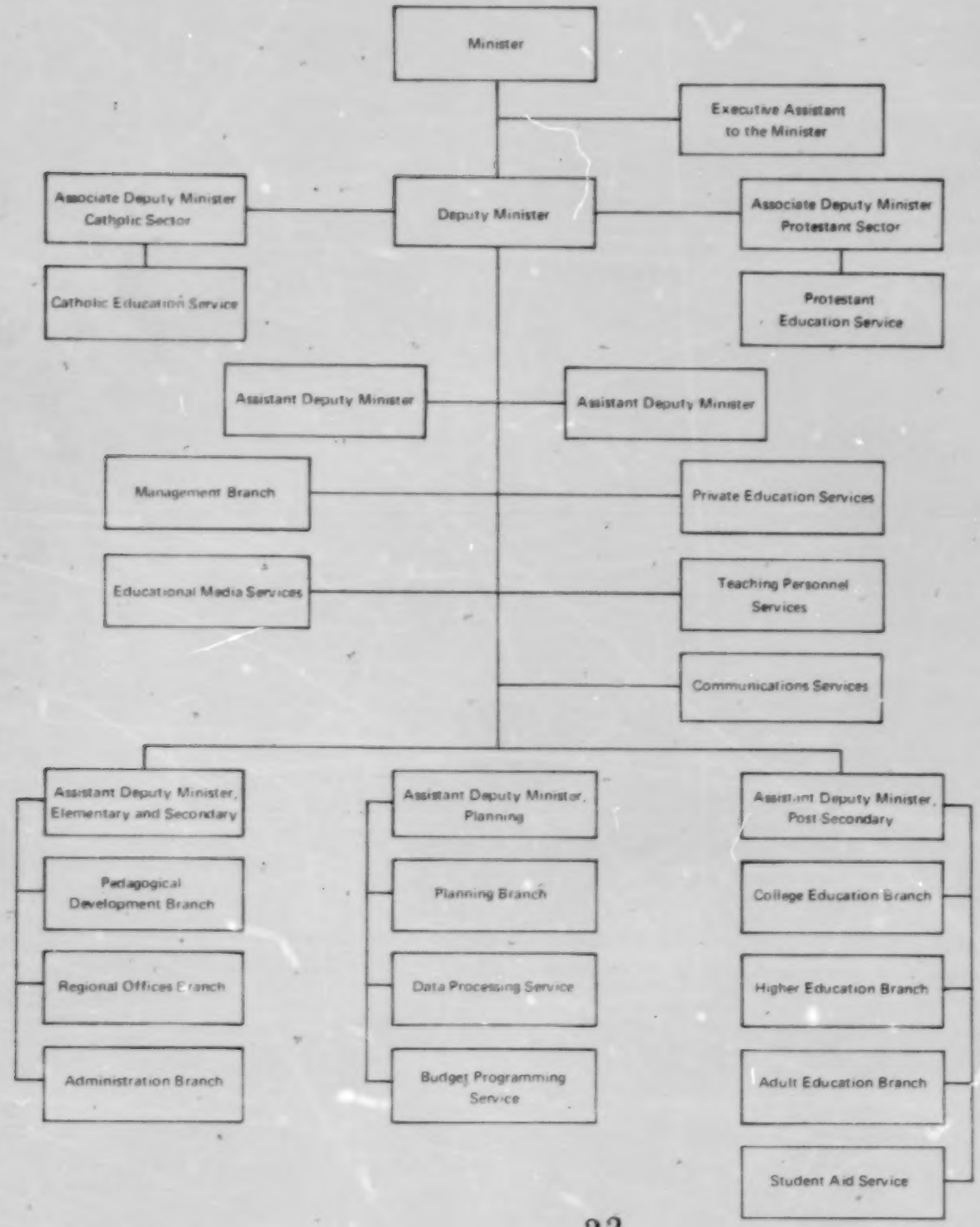
In-service professional training beyond the basic certification includes updating of qualifications and acquiring additional qualifications and is offered through summer courses run by many provincial departments of education, local school boards, correspondence schools, and faculties of education. Courses and workshops are also offered by other organizations such as teachers' associations and associations of educational and administrative officials. In most provinces, levels of certification beyond the basic one are related to levels of additional formal qualification.

APPENDIX A

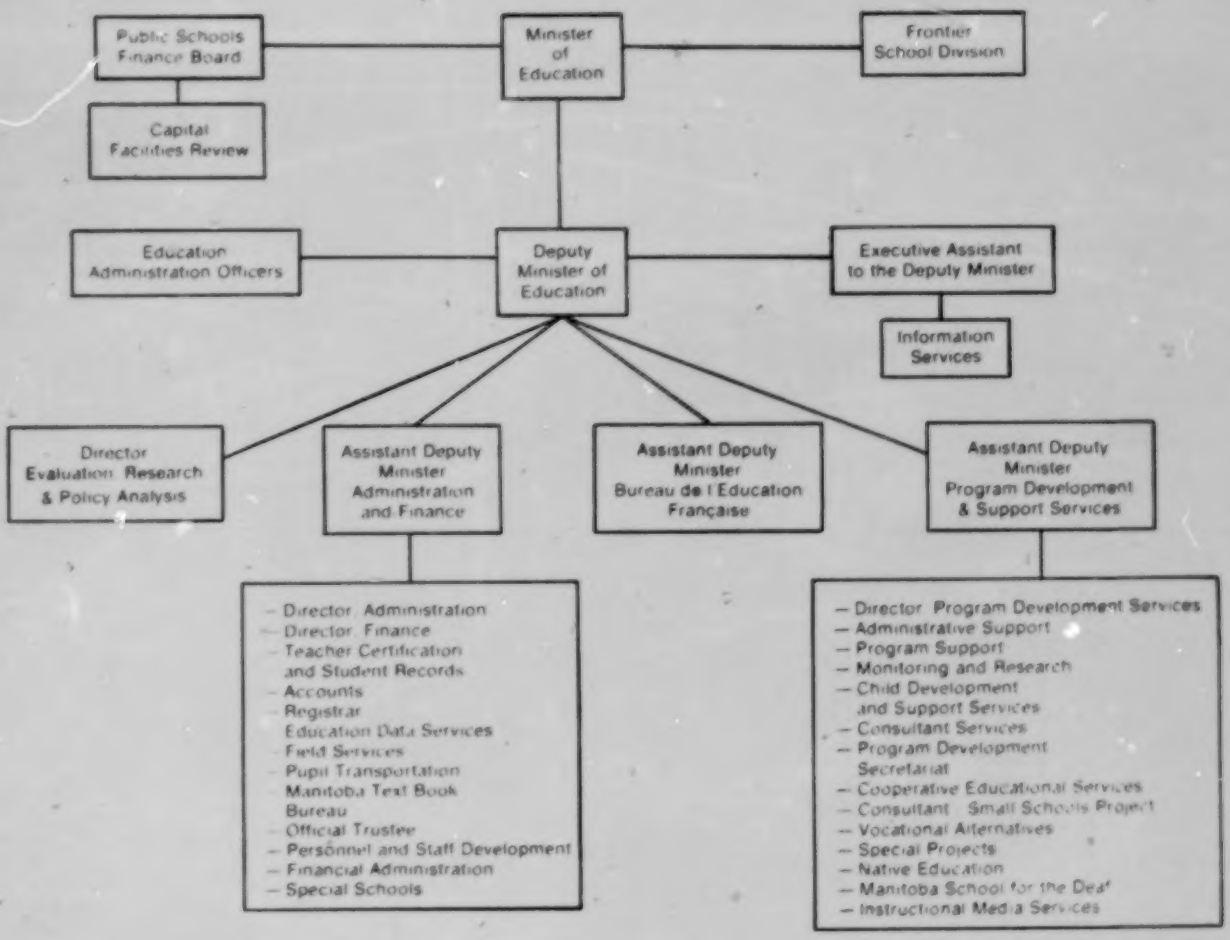
New Brunswick Department of Education


Role
Policy Definition and Evaluation
Specific Definitions of Program Needs
Professional Solutions
Types of Contacts
Other Governments – federal – provincial – municipal – school boards
Other Departments – treasury board – health – cabinet secretariat – social services
District Superintendents
Principals Department heads Teachers Administrators
Minister of Education
Deputy Minister
Minister's Office
Deputy Minister
New Brunswick Community College
New Brunswick Library Service
Historical Resources Administration
Professional Development
Director-Planning and Development
Information & Statistics
Project Coordinators
Ass't Deputy Minister Educational Services
Ass't Deputy Minister Finance and Administration
Ass't Deputy Minister Educational Services
Translation
Coordinator District Services
Director of Program Development and Implementation
Director of Pupil Personnel Services
Director of Special Education Services
Director of Evaluation
Director of Administration
Director of Buildings
Director of Human Resources
Director of Evaluation
Director of Special Education Services
Director of Pupil Personnel Services
Director of Program Development and Implementation

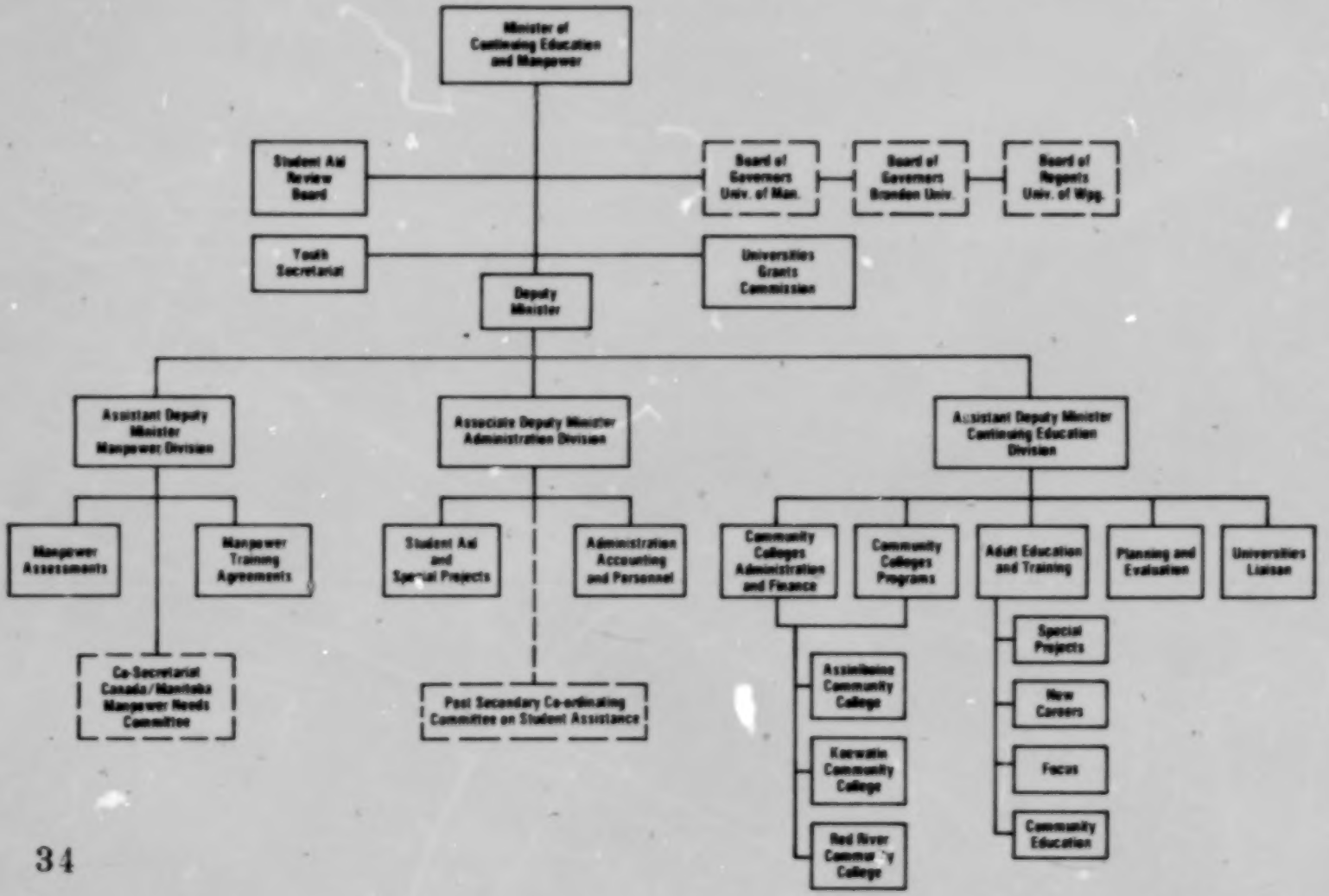
Quebec Ministry of Education



Manitoba Department of Education


Public Schools Finance Board
Capital Facilities Review
Minister of Education
Frontier School Division
Education Administration Officers
Deputy Minister of Education
Executive Assistant to the Deputy Minister
Information Services
Director Evaluation Research & Policy Analysis
Assistant Deputy Minister Administration and Finance
Assistant Deputy Minister Bureau de l'Education Française
Assistant Deputy Minister Program Development & Support Services
– Director Administration
– Director Finance
– Teacher Certification and Student Records
– Accounts
– Registrar
– Education Data Services
– Field Services
– Pupil Transportation
– Manitoba Text Book Bureau
– Official Trustee
– Personnel and Staff Development
– Financial Administration
– Special Schools
– Director Program Development Services
– Administrative Support
– Program Support
– Monitoring and Research
– Child Development and Support Services
– Consultant Services
– Program Development Secretariat
– Cooperative Educational Services
– Consultant Small Schools Project
– Vocational Alternatives
– Special Projects
– Native Education
– Manitoba School for the Deaf
– Instructional Media Services

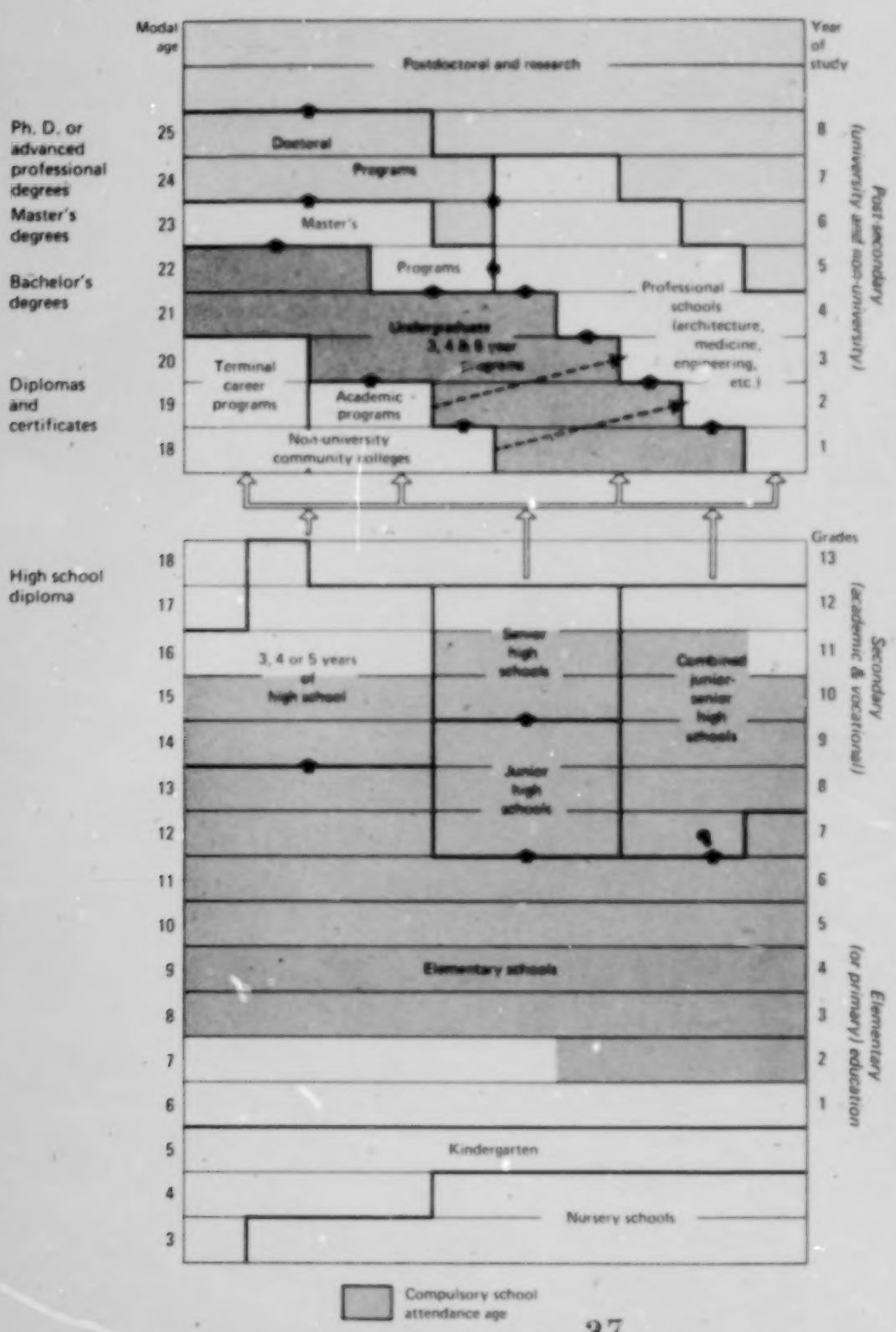
Manitoba Department of Continuing Education and Manpower



APPENDIX B

Chart 1

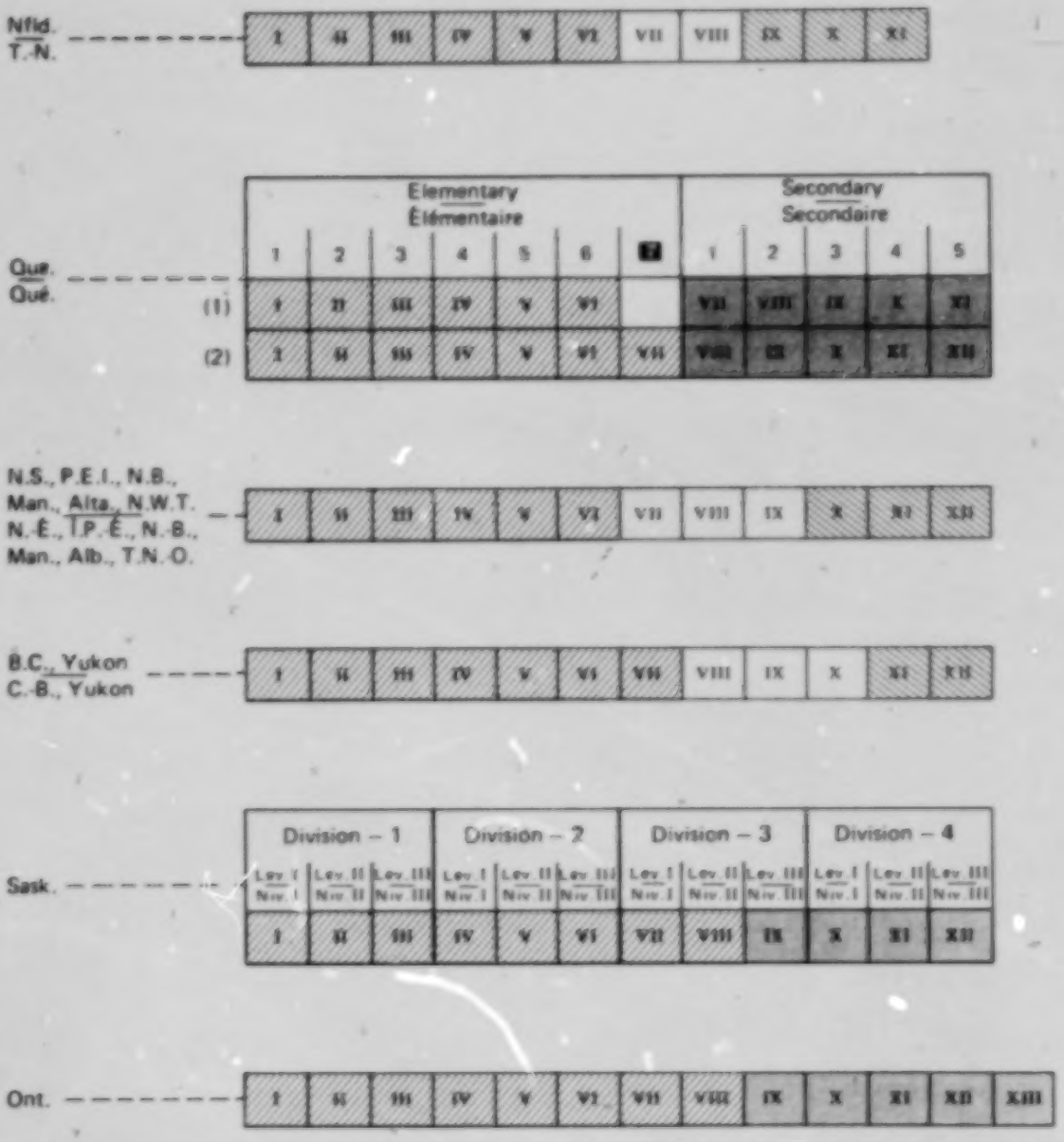
General Structure of Education in Canada, Current Picture



Source: Statistics Canada, **Education in Canada**, 1975, p. 20

Levels within Elementary and Secondary Schools, Provinces, Current Picture

Niveaux au sein de écoles élémentaires et secondaires, provinces, situation présente


Nfld. T.-N.
I II III IV V VI VII VIII IX X XI
Que. Qué.
Elementary Élémentaire
1 2 3 4 5 6 7
Secondary Secondaire
1 2 3 4 5
(1) I II III IV V VI VII VIII IX X XI
(2) I II III IV V VI VII VIII IX X XI XII
N.S., P.E.I., N.B., Man., Alta., N.W.T.
N.-É., I.P.-É., N.-B., Man., Alb., T.N.-O.
I II III IV V VI VII VIII IX X XI XII
B.C., Yukon
C.-B., Yukon
I II III IV V VI VII VIII IX X XI XII
Sask.
Division – 1
Division – 2
Division – 3
Division – 4
Lev. I Niv. I
Lev. II Niv. II
Lev. III Niv. III
I II III IV V VI VII VIII IX X XI XII
Ont.
I II III IV V VI VII VIII IX X XI XII XIII
Elementary Élémentaire
Secondary Secondaire
Junior high Secondaire 1e cycle
Senior high Secondaire 2e cycle

(1) Without transition year. – Sans la classe de transition.
(2) With transition year. – Avec la classe de transition.

Source: Statistics Canada, Education in Canada, 1975, p. 22
Source: Statistique Canada, L'éducation au Canada, 1975, p. 22

PART II: DEVELOPMENTS IN EDUCATION IN THE PROVINCES DURING 1974-75 AND 1975-76

Developments noted in this report fall into six categories, namely: policy; legislation; administration; financing; development of the education system; research and information.

POLICY

During 1974-75 and 1975-76 one of the most notable concerns of all provinces has been the encouragement of public involvement in educational decision-making. This has been manifested across the country in greater representation of the public on committees, task forces, and councils. In this way, schools, school systems, and provincial administration decision-making have become more open and participatory. With the help of and in response to this citizen involvement, most provincial education departments have been clarifying and restating the general goals of education. Hand in hand with this closer look at aims have gone programs for carefully evaluating current curricula and evaluating student skills. The encouragement of second language learning has also been prominent in policies articulated by a number of provinces.

Public involvement and participation

The policy of involving parents and public in educational decision-making was implemented in Saskatchewan where a series of conferences especially designed for the public to discuss a number of issues and choices related to education was held in the autumn of 1974. This province has also set up by statute an Educational Council to initiate studies of matters related to education and to review and assess the validity of the aims of the educational system. As well, several Minister's Advisory Committees have been established to examine specific concerns.

To encourage better communication between parents and teachers and to help increase parents' understanding of school programs, the Manitoba Department of Education has recently set aside grant money to help fund the establishment of Parent Councils at local schools. This province's Internal-External Education Program also is representative of the trend to involve the community with professionals in setting educational goals and priorities in the local school divisions as well as in assessing the divisions' ability to reach those goals. Program Review Committees, established in April 1976 and composed mainly of classroom teachers, gather data, identify needs and make recommendations for ensuring the quality of programs.

In response to questions about educational goals and priorities and because of a perceived need for greater public participation in educational policy, a Curriculum Policy Board was established in Alberta to replace the Elementary and Secondary Curriculum Boards. The duty of the new board consists of formulating policies on the goals of education, the content and organization of curriculum, resources to be used, and the evaluation of programs making up the curriculum.

Community education

Greater community education, more community school programs, and extended use of school facilities have been emphasized, particularly by the Ontario Ministry of Education which, to support this emphasis, has created a Community Schools Unit within the Ministry and is providing grants to school boards expanding or introducing new community school programs. The Ministry has also published a handbook describing various community school efforts. Alberta, too, undertook a study and published a report analysing its community education and community school developments.

Identification of basic goals and aims in education

Nova Scotia has issued a statement of basic aims in Public School Programs, 1977-78, which says that public education in its broadest sense should provide a learning environment for developing the following abilities: to think effectively, to communicate thought, to make relevant judgments, and to discriminate among values. The general aims have been sub-divided into a social aim (to prepare students for effective participation in society), an avocational aim (to prepare students for the productive use and enjoyment of leisure time), and a vocational aim (to prepare students for participation in productive labour).

New Brunswick is in the process of defining a sound basic education program for both the province's language groups. The aims of instruction have been defined as literacy and second language competency and include knowledge of the human and natural environment, physical education, aesthetic experiences and preparation for future training, education or employment.

A new policy document, the Formative Years, was introduced in Ontario. It sets out the curricular objectives for primary and junior schools, stressing reading, writing and arithmetic. The curriculum will provide opportunities for each child to develop and maintain confidence and a sense of self-worth, to gain the knowledge and acquire the attitude that he or she needs to participate in society and to develop the moral and aesthetic sensitivity necessary for a complete and responsible life.

Move toward 'core curriculum

Ontario announced a new expanded core curriculum of basic subjects that will be mandatory for young people entering secondary school in September 1977. The new core consists of nine required courses -- two in English, two in mathematics, two in Canadian history or geography, one in science in the first two years and two further courses in English during the senior years.

In British Columbia, a core curriculum, defined with the assistance of teachers, parents, and others through a massive public involvement program, is being introduced into the public school system in September 1977. The aim of the core curriculum is to provide all students with the opportunity to develop their full potential as individuals and as members of society by preparing them in the mastery of basic skills, preparing them for further education, training, and employment, and by providing them with opportunities for developing personal, cultural, and recreational skills and interests. The core curriculum includes that which must be learned, that which should be learned, and that which may be learned. To ensure that this aim is being achieved, the British Columbia Ministry of Education has also begun a long-term provincial learning assessment program. The information gathered from the assessment is being used to prepare new provincial curriculum guides and resource materials and to assist in allocating resources and in developing teacher education programs.

Student and program evaluation

Five provinces have been conducting studies on ways and means to assess, maintain, and improve student achievement. New Brunswick's Task Force on Testing and Evaluation Needs reported its findings in August 1976, and Saskatchewan issued an extensive report on student evaluation in October 1975. The Manitoba Department of Education is in the process of developing a Student Assessment Program and plans to test 10% of students in one subject and one grade level to provide the department with data on student progress.

Currently at work investigating the evaluation and testing of student skills (and the methods school systems use to report student progress) is Ontario's Task Force on Evaluation and Testing. Alberta initiated an assessment of the quality of its education system in 1976,

when a Minister's Advisory Committee on Student Achievement was set up. This committee is now studying the definition, purposes, principles, and assumptions underlying achievement and is considering methods for maintaining and improving it.

Encouragement of second language learning

In response to the federal policy of promoting bilingualism across Canada, encouragement for second-language learning through increased grants and more services to French-speaking students continues to be given.

Among recent developments are the Ontario Ministry of Education incentive grants to school boards to teach more and better French courses at both the elementary and secondary levels. The Ontario Ministry is also planning to increase its spending to provide French-speaking students with greater opportunities for instruction in their mother tongue. These plans involve an annual bursary program to update and upgrade French teachers and to increase their numbers, the establishment of a French language education unit staffed with a team of consultants in northern, southern, and eastern parts of the province, and an increased quantity of French language learning materials.

As well, in the fall of 1974, the Ontario government created an Advisory Council on Franco-Ontarian Affairs to advise the Ontario Ministry of Colleges and Universities on matters affecting Franco-Ontarians in universities, colleges, manpower training, and cultural affairs.

During the school year 1976-77, Saskatchewan, which is in the process of creating a network of "designated area bilingual high schools", also began a project to develop new materials for French language schools and increased grants for all language programs (other than English).

The Manitoba Department of Education has made a substantive revision in the financing formula for French education. The revision was designed to make the best use of local incentives, to encourage creativity and resourcefulness by compensating local efforts in the development of French education, and to cover all additional expenditures associated with developing and maintaining a good French program without imposing a direct additional burden on local taxpayers. The new formula covers the costs of introducing new programs in addition to providing regular operational support.

LEGISLATION

All provinces have amended their education legislation to bring it up-to-date and to clarify it for the average citizen. Some provinces have consolidated and revised numerous previous Acts into one comprehensive piece of legislation.

New legislation

In the Atlantic provinces enabling legislation in 1974 and the subsequent interprovincial agreement (signed January 1975) provide for the coordination of educational services for the handicapped (particularly the blind and the deaf) in New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland, under the Atlantic Provinces Special Education Authority.

The Agreement provides for expansion and extension of the services of the Interprovincial School for the Education of the Deaf at Amherst, Nova Scotia, and the establishment of a new centre for the visually handicapped in Halifax-Dartmouth. The Agreement also establishes the administrative and advisory machinery whereby the Authority may effectively coordinate regional, provincial, and local educational services for the handicapped.

Saskatchewan is in the final stages of revising its education legislation. Some 15 separate pieces of legislation which govern the province's school system are being consolidated and revised into a single

document of school law which can be readily interpreted. The proposed revision has been prepared by a School Law Review Committee after a year and a half of intensive study, discussion, and review of present statutes. The new Education Act will represent input from many organizations and citizens.

Ontario's new Education Act, primarily a consolidation of several former School Acts, came into force on January 1, 1975.

Two other new Acts became effective in Ontario at the same time: an Act to Provide for the Regulation of Private Vocational Schools replaces the Trade Schools Regulation Act and the Government Reorganization Act; and an Act respecting Collective Bargaining for Colleges of Applied Arts and Technology provides procedures for the making and renewing of agreements with the colleges' staffs.

Amendments to legislation

All provinces, of course, have introduced amendments to their School Acts to keep them current with recent trends. Saskatchewan, for instance, has amended its legislation during the past two years to make possible the use of languages other than English and French as the language of instruction, provided for the election of trustees to represent Indian reserves, and clarified responsibilities to handicapped students.

ADMINISTRATION

During the past two years a number of departments of education made revisions in their administrative structures. New branches or divisions have been established or existing ones reorganized to serve the needs of current policies and programs.

Departmental reorganization

The New Brunswick Department of Education was reorganized into two separate educational services divisions to reflect the dual cultural and linguistic

nature of the province. Each division is responsible to its own assistant deputy minister, who in turn reports to the appropriate deputy minister representing each official language. Each educational division is responsible for the development and implementation of instructional programs, pupil personnel services, special education, and evaluation. A third division, also headed by an assistant deputy minister, is responsible for providing administrative services to both language groups.

Three committees have also been established to direct the New Brunswick Department of Education: an Executive Committee for matters relating to policy and direction, a Management Committee for operational matters, and a Needs Identification and Policy Formation Committee to ensure input from all representative groups in educational matters.

The Saskatchewan Department of Education has been restructured to put greater emphasis on delivery of services and to give more responsibility to the department's regional offices in a move toward flexibility and decentralization.

The structure of the department is now based on three main units: the Regional Services Division (responsible for decentralizing the department's activities and for providing support and supervision to the regions), the Development Division (research, planning, and curriculum), and the Administrative Services Division (records, finance, and personnel).

A recent reorganization in the Manitoba Department of Education has separated the functions of curriculum development and curriculum service. A Consultant Services section consists of consultants who are available to schools and school administrations for in-service training, local planning, and local curriculum development, particularly for classroom strategies and teaching methods.

Creation of new services

Saskatchewan's Department of Continuing Education was reorganized to bring about more coordination of resources without jeopardizing the province's decentralized adult education system. Two new branches were created: the Student Services Branch (to administer student aid programs and coordinate career guidance for both adolescents and adults) and the Program Development Branch (to create new programs and adapt existing ones to permit more decentralized delivery).

A new Native Education Branch was formed within the Manitoba Department of Education so that the department can respond better to the needs of native education. Through this new branch it is hoped that the capabilities of Indians and Metis can be developed so that they may assume more responsibility for decision-making in education.

The Ontario Ministry of Education created a new Research and Evaluation Branch and a Professional Development Branch. Another significant change was the amalgamation of two branches, Curriculum Planning and Development, and Curriculum Services, into one Curriculum Branch.

Interprovincial cooperation

Through an interprovincial agreement between the Saskatchewan and Alberta governments, Canada's first and only interprovincial college, Lakeland College at Lloydminster, was created. It offers post-secondary and continuing education programs to surrounding districts in both provinces. In a similar interprovincial approach, the University of Saskatchewan's Western College of Veterinary Medicine is funded by, and serves, all of western Canada. Recently, the Saskatchewan and Manitoba governments have entered into similar financial agreements enabling Manitoba students to enrol in Saskatchewan's dental nursing program at Wascana Institute in Regina.

FINANCING

Changes in financing have been made to bring about an equitable distribution of funds to school boards and thus help toward providing equality of opportunity to students no matter where they live.

A revised school district budgeting system introduced in New Brunswick relates costs to the number and level of students in each school district and assumes that an equitable distribution of funds is the first step toward educational equity. Budgets are separated into formula accounts, made up of approximately 75% of allocations on a per pupil basis with weightings for elementary, junior, and senior students, bilingual districts, immersion and minority language students (English or French), and non-formula accounts, such as for the operation of schools. In the latter case, services are provided in the traditional manner based on previous cost analysis.

In Alberta many school boards have adopted decentralized budgeting whereby the school principal and staff have certain financial decision-making authority within prescribed guidelines. There has been, in Alberta, a significant shift in the sources of operational revenues for school systems. In 1973, 78.7% of school board revenues was derived from the province's School Foundation Program Fund; 3.8% came from provincial grants and 12.9% from local supplementary requisitions. In 1975 the percentages changed to 68.7%, 9.9%, and 17.4% respectively. The relative proportions of each source to total school board revenue were minus 12.7%, plus 160.51%, and plus 34.9% respectively. During this period the levy on equalized assessment was removed from residential property and the School Foundation Program Fund levy now applies to non-residential and non-agricultural (corporate) assessment only. As a result, the local contribution to the Foundation Program Fund dropped from 26.9% of school board total in 1973 to about 8.7% in 1975.

The shift from general Foundation funding to provincial grants in Alberta resulted from two important policy changes -- differential funding and incentive funding. Differential grants are for shared services of superintendents, assistance to small schools, declining enrolment, and equalization. Incentive grants are given for program accounting and budgeting, learning disabilities, and educational opportunities.

The funding of post-secondary education in Alberta shifted from enrolment-related financing to an incremental on-base approach for the whole system. A comprehensive study has recently been completed that will have implications for future methods of funding colleges and universities.

Changes in Saskatchewan's Foundation grant formula include a "sparsity factor" to offset high per pupil costs in rural areas and multi-level funding to provide financial recognition for handicapped students.

Manitoba has brought about greater equity in the financing of elementary and secondary education through an improved equalization grant program. This program consists of a per pupil grant based inversely on the balanced assessment per pupil available to the school division, which means that divisions with a lower assessment receive proportionally more money than the more wealthy divisions. The province's Foundation Program was also revised by reducing the ratio of pupils to teachers.

A fundamental shift also took place in the financing of Ontario's colleges of applied arts and technology. The former open-door policy has moved to one of limited enrolment through fixed total funding. However, in spite of limited resources, the colleges are being encouraged to discuss ways of continuing an open-door policy, and the colleges were able to enrol most potential students during the past two years.

During 1975-76, Ontario's student assistance plans were combined into the Ontario Student Loans Plan, and the Ontario Special Bursary Program for part-time needy students was extended to more post-secondary institutions.

DEVELOPMENT OF THE EDUCATION SYSTEM

A decreasing school age population and the resulting lower school enrolment have been evident for some years in Canada. This decline, together with policies of fiscal restraint, have led provincial departments to reassess programs in an effort to examine and establish firm educational priorities.

Thus most provincial departments of education have been carefully considering curriculum, and a number of departments have re-introduced compulsory subjects and have increased emphasis on the basics of education. Discernible trends in all provinces have been the increasing emphases on language learning, Canadian studies, physical education and fitness, and the phasing-in of the metric system in programs at all levels.

Pre-school

Three provinces noted changes in this area. During the past two years province-wide kindergartens were introduced in Saskatchewan and by 1975-76 approximately 95% of the province's kindergarten-aged children were enrolled. In Alberta, with the implementation of the Early Childhood Services Program in 1973-74, substantial funds were allocated for the first time to a comprehensive interdepartmental and multi-disciplinary program for children aged 4½ to 5½. Under this program, health and nutrition as well as parental involvement are stressed. The number of children in the program increased from 15,983 in 1974 to 27,474 in 1977.

Although kindergarten pilot projects were started two years ago in New Brunswick, they have subsequently been dropped because of financial restraint.

Elementary and secondary

Curriculum revisions

In all provinces curricula are continually under revision. For example, Nova Scotia recently made a procedural change in the method of curriculum review. The former standing curriculum committees have been replaced with ad hoc task forces, which are assigned specific curriculum problems. When their work is completed the task forces are disbanded. In Alberta one Curriculum Policy Board has been established to replace the Elementary and Secondary Curriculum Boards.

In September 1975, a revised high school program was adopted in all Manitoba high schools. The three main features of the program are compulsory and optional credits, school-initiated courses, and student-initiated projects.

Concern over the teaching and learning of the basics of education -- reading, writing, and arithmetic -- has led in recent years to greater emphasis on these skills. A core curriculum of compulsory subjects goes into effect in British Columbia and Ontario in September 1977.

An investigative "Interface" study on how effectively secondary school graduates and secondary school curriculum mesh with university programs was jointly undertaken in Ontario by the Ministries of Education and of Colleges and Universities.

A number of school systems have introduced such new courses as multicultural, development, and women's studies, and Canadian studies courses have been made compulsory in both Ontario and Saskatchewan.

Concern over the physical fitness of the nation's youth has effected program changes in several provinces, particularly in the West. The Manitoba Department of Education has initiated a fitness program in the elementary and secondary schools. The Alberta Department of Education

recently produced four reports on physical education programs to serve as a basis for curriculum decisions, and the Saskatchewan Department of Education has set up a Health Education Committee to promote community awareness of health education programs in schools. British Columbia has formed a Health Education Council to advise the Minister and ministry on programs in such health fields as medical education, nursing, and health technology.

A national report which recommends a number of steps to bring about better physical education and fitness for elementary school children was completed by the Schools Physical Activity Programs Committee of the Canadian Association of Health, Physical Education and Recreation.

Provision of services for handicapped children

In May 1975 the Manitoba legislature passed Bill 58 (not yet proclaimed) which charges each school board with the responsibility for providing education to all children (including those with emotional, social, physical, visual, and hearing disorders) who require special programs. The implications of the Bill are that handicapped children should be educated in regular classrooms as far as is practical. In planning for the implementation, and in preparing policy papers and regulations required by the new legislation, the Manitoba Department of Education will be aided by evaluation and assessment of new programs for children with special needs, and by submissions from agencies, organizations, parents, school trustees, and educators.

In Saskatchewan an identification-classification system is being developed and incentives are being provided for the development of better community-based services for severely handicapped students. During the period 1974-76, there was a substantial increase in Alberta in the number of handicapped pupils and their teachers receiving services as a result of the province's Learning Disabilities Fund grant. The Fund provides grants for school boards to employ or contract the services of professionals in

diagnosis, program planning, consultation, and in-service education related to the needs of handicapped pupils.

New vocational programs

A ministerial committee set up in Prince Edward Island to study vocational high school programs produced a report recommending that high priority be given to developing a series of pre-employment courses for students who cannot handle regular vocational programs, to making available vocational education courses in support of the province's primary industries, and to ensuring that vocational courses are offered that meet the needs of female students.

To help bring vocational education to students in small, rural, and northern communities, the Manitoba Department of Education has developed a program for industrial arts and home economics using mobile laboratories; and in the southern part of the province four school divisions are cooperating to provide a vocational program in a multi-campus arrangement. Other vocational education alternatives, such as special programs for northern areas, itinerant programs along the railway line, and mobile units, are also being considered.

Post-secondary

Most provinces report that no major changes have been made in post-secondary education, and no major shifts have taken place over the past two years in the distribution of student population among the various types of institutions.

However, the Alberta Department of Advanced Education and Manpower notes that a greater emphasis is now being placed on apprenticeship, vocational, and manpower-related programs. In line with this shift, the province has provided for short-term, vocationally-oriented programs through the Alberta Vocational Training Program which is meant to encourage disadvantaged

and disabled people to take training programs which will help them to enter or re-enter the labour force.

In British Columbia, vocational and technical training has also been scrutinized. There, a Commission on Vocational, Technical, and Trades Training produced a report recommending that an Occupational Training Council (composed of representatives from industry, management, labour, education, and Canada Manpower) be established to set vocational and trades training priorities and to allocate funds. Among the report's other recommendations were the establishment of labour-study programs at community colleges, better research and ways of forecasting labour force needs, and financial support to help upgrade programs in nursing and dental-assistant training.

In 1976 the Ontario Ministry of Colleges and Universities embarked on a pilot program to help young people aged between 16 and 24 to bridge the gap between school and work. Under the Career Action Program, students work with government ministries or agencies to learn something of the working world. This program has been greatly expanded to place young people in industry as well.

To respond more quickly to local community conditions, the Ontario Ministry of Colleges and Universities' Industrial Training Branch has been decentralized by the setting up of new regional offices.

The aim of Ontario community colleges has remained relatively unchanged, but, because of financial restraint, the colleges are looking for more economical and effective ways of teaching and training. Several are conducting research into programmed learning.

Through Alberta's Program Coordination Policy, established in 1974 to coordinate all post-secondary programs in the province's educational institutions, some 81 programs have been approved.

Another significant development in Alberta has been the permanent establishment of Athabasca University -- a university which offers courses through a variety of non-traditional methods, including television, telephone, videotape, tape recorder, and correspondence.

In 1974 Alberta also set up a Council on Admissions and Transfers whose work is to help resolve the problems involved in the transfer of students among the various educational institutions in the province. This Council (with representatives from the universities, colleges, technical institutes, and vocational centres) has developed a policy governing transfer arrangements and has produced a transfer guide.

According to the Saskatchewan Department of Continuing Education, enrolment in the province's institutes has stabilized, but there has been a notable increase in the enrolment in apprenticeship programs (39% in the past two years). The main development in Saskatchewan has been the extension of the community college system from four colleges in 1973-74 to twelve in 1975-76. Enrolment has increased six-fold from 1973 and has more than matched the increase in the number of colleges. Some 80% of these enrolments were in short, non-credit, personal interest courses. The other 20% were in basic education, agriculture, employment skills, community services, and university transfer courses.

Continuing education

A strong trend away from academic programs toward classes for personal development has been evident in most provinces, and registration in non-credit courses alone has doubled between 1971 and 1976

The Alberta Further Education Policy, introduced in April 1975 to promote voluntary adult participation in a coordinated program of further education activities, has facilitated program development and an increase in

the number of participating adults. Further education courses are now available across the province in conjunction with educational institutions and local further education committees which have been set up in several small centres.

The Saskatchewan Non-Registered Indian-Metis Program, which is designed to provide those native people not eligible for federal programs with academic upgrading and skill training, increased its enrolment by nearly 90% over the past two years.

The Manitoba Department of Continuing Education and Manpower, as well, has continued to give grants to special programs that enable native people and northern Manitoba residents to enrol in university-level, teacher training, or nursing training courses and obtain degrees and certification despite a lack of traditional qualifications.

Teacher training

There have been several changes in teacher training. In Alberta, an extended practicum (field experience) within the regular teaching education programs has been funded and is expected to improve the quality of teacher preparation.

In 1975 Saskatchewan announced that there would be a minimum of three years' preparation (rather than two years) for a teaching certificate. Greater emphasis is being given to the in-service orientation of teachers, particularly when implementing new or revised courses of study.

In New Brunswick a provincial professional development board (composed of representatives of the department of education, teachers' associations, school boards, superintendents, supervisors, and the universities) has been organized to coordinate professional development priorities and activities. Local school district committees (school board staff and teacher associations) have been set up.

From September 1976 the minimum length of training for certification as a teacher in Manitoba rose from two to three years of study beyond university entrance standing (grade 12). By completing a further year of education beyond the minimum requirements, a teacher may obtain the B.Ed. degree as offered by the University of Manitoba and the University of Winnipeg.

In cooperation with the Manitoba Teachers' Society and the faculties of education, the Manitoba Department of Education has undertaken three projects in teacher education. One adds courses so that clinicians (social workers, speech therapists, psychologists) can obtain permanent certification. The teacher education in rural Manitoba program provides assistance so that education students in their final year can complete their program at one of two centres in rural Manitoba rather than in an urban centre. The third project is a program that assists teachers in their first year of teaching to receive relief time and assistance so that they will be better able to cope with the challenges they face.

To help meet the needs in native education, Alberta, Saskatchewan, and Manitoba have all established teacher education programs for native people, and Manitoba has expanded its special teacher training programs for disadvantaged people and for Indians and Métis. The Native Education Council in Alberta has created a Cree-language curriculum project which provides manuals and workbooks for teachers, children, and adults. In northern Manitoba, a "community educator" program has been set up and operated by an Indian tribal council to train native people to work in remote communities by making the province's educational opportunities and facilities known to school-age Indian band members and their parents.

RESEARCH AND INFORMATION

Two educational media corporations came into being and a number of departments further developed their computerized data banks of information about teachers, students, and programs. Research in most provinces centred on evaluating both programs and services.

New approaches to information storage and retrieval

Nova Scotia has developed a computer-based teacher information file which the province plans to expand into a total information system that includes students and facilities. In Saskatchewan, an educational media corporation was established to acquire and produce educational non-print materials for use not only in schools, but in other private and public agencies. In Alberta, a crown corporation (the Alberta Educational Communications Corporation) was created for educational broadcasting and the development, production, and distribution of educational programs and materials.

The Saskatchewan Department of Continuing Education has created data banks to provide program development and management information. A Student Information System records all registration data at institutes and community colleges and provides information on program and student characteristics. A computerized program account budgeting system provides up-to-date detailed budget information. A central clearinghouse for course outlines and curricula of particular use to community colleges has also been developed in Saskatchewan.

By continuously identifying needs and interests, the Saskatchewan Department of Continuing Education has identified those training programs that meet the needs of industry and conducted community surveys to determine local interest in adult education programs. In the past two years twenty new programs have been explored, particularly in agriculture processing

and communication arts. Fifty small rural communities have been surveyed to create a useful data bank to reflect local, regional, and provincial adult education interests.

New research projects in Alberta

Alberta is currently working toward the development of a research and science policy. The Department of Advanced Education and Manpower is in the final stage of developing a Program Registry System which will maintain a record of all educational programs offered in all post-secondary institutions in the province, as well as of programs under consideration. This department, with the province's community colleges, has started on the first stage of developing a common information system for the colleges.

The Planning and Research Branch of the Alberta Department of Education, which two years ago consisted of a directorate, has been expanded to become a fully operational branch. The developmental research includes needs assessment of program development and implementation, evaluation of curriculum or service programs, and development and testing of different ways of delivering educational services.

The findings and recommendations of many of the curriculum-based study reports in Alberta have been widely distributed to school systems and libraries to be readily available to local decision-makers. Certain of the studies have resulted in the publication of materials for distribution to school administrators and staffs within the province.

Many research findings are in the process of implementation. For example, a study on the conceptual approach to secondary school physical education has resulted in workshops to help teachers use this approach and a study of a social studies resource room has resulted in a series of social studies units being created. Some of these units have been completed and

others are still at the planning stage. An evaluation of the social studies program recommended more effective implementation of the program, and this is being carried out.

A study of the small-school allowance provisions in the grant structure has resulted in a renewed interest in the strength of small schools as learning environments. This, in turn, has resulted in an increased interest in supporting the community school.

CONCLUSION

The developments noted in the preceding pages indicate that the period of 1974-76 was generally one of consolidation and reassessment rather than one of expansion and growth. The decreasing enrolments caused by a declining school population and the fiscal restraint policy adopted by all provinces with respect to government spending led the way in this direction. As a result, improving the effectiveness of the education system became a major priority of the education departments and resulted in an emphasis on evaluation of educational programs. This concern also led the provinces to review their goals for education and to reassess curriculum programs. At the same time, concern about employment among students resulted in the growing popularity of vocational, technical, and apprenticeship training programs.

Preoccupation with the improvement and streamlining of the education system did not diminish new initiatives to promote equality of opportunity in education. More equitable financing arrangements for education were introduced by a number of provinces. Additional provisions were made to improve educational services for handicapped children and native peoples. In all provinces, the range and diversity of educational programs were considerably extended. This was particularly evident in the area of continuing education,

where the involvement of community services such as television and radio to provide "open sector" educational programming, increased flexibility in the programs offered by educational institutions and a growing interface among the education, community, and industry sectors combined to promote greater access to education. Accompanying this trend toward cooperation and integration of services were the efforts of governments to promote greater public participation in educational decision-making and to orient the education system toward the community.

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VOLUME II

PROGRAMS OF THE GOVERNMENT OF CANADA IN SUPPORT OF EDUCATION

PREPARED BY

EDUCATION SUPPORT BRANCH
DEPARTMENT OF THE SECRETARY OF STATE OF CANADA

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INTRODUCTION

Under the Canadian Constitution (The British North America Act), the legislature in each of the ten provinces in Canada is responsible for education in and for the province. The Government of Canada (the Federal Government) is directly responsible for education in the two northern territories (the Yukon and Northwest Territories), education in the Canadian Armed Forces, education of Canada's native peoples (Indian and Inuit), and education and training in the penitentiary service. In addition to these direct responsibilities, the Government of Canada supports education in other sectors through a number of financial programs.

Historically, at the time of Confederation, the Government of Canada (the Federal Government) played no role in education in Canadian society. However, social and economic changes in the 110 years since Confederation moved the Federal Government into an increasingly active role in the financial support of education. Examples of these changes were the demands of industrialization in the early 1900's, veterans returning from wars, and rapidly expanding post-secondary enrolments of the 1960's.

In financial terms, Canada spends approximately 8% of its Gross National Product on education. This is one of the highest percentages, if not the highest, of any country in the world. In the fiscal year 1975/76, total expenditures in Canada on education by all levels of government amounted to an estimated $12 billion. Of this total,

almost $3 billion is estimated to have been spent by the Federal Government.

NOTE: Part I of Volume II has been written in such a way that it can be put with Appendix "A" of Volume II (attached) and used as part of Canada's country profile in the IBE data bank.

PART I. OVERVIEW: SUMMARY DESCRIPTIONS OF FEDERAL PROGRAMS BEARING ON EDUCATION

Introduction

Federal involvement in the field of education is principally in financial support. The numerous federal programs which exist to support education are administered by a number of federal departments (ministries) and agencies. The activities of these departments and agencies and the various programs were described at length in Part II of the Canadian Report for the 35th Session of the International Conference on Education held in Geneva, August 27 to September 4, 1975. As the information given in the 1975 report is still generally relevant and valid it will not be repeated in detail in this 1977 report, but is attached as Appendix "A". In this 1977 report, the major objectives and expenditures of the Federal Government in support of education are summarized below under five headings; namely:

- financial transfers to other levels of government
- purchase of training
- financial support to institutions and faculty for research
- support to students
- institutions operated directly by the Federal Government.

This Part concludes with brief statements on education in the Yukon and Northwest Territories, and the principal federal departments and agencies that are responsible for the programs cited.

Financial Transfers to Other Levels of Government

By far the largest component of federal expenditures in support of education takes the form of financial transfers to other levels of government. These tranfers, based essentially on the principle of

cost-sharing, accounted for 61% ($1.6 billion) of the total education bill of the Federal Government in 1975/76. The major element of these funds was transferred to provincial governments under a program designed to pay to provinces an amount approximately equal to 50% of the operating expenditures incurred for post-secondary education in each province.

Under another program, relating to Canada's official languages (English and French), the Government of Canada provides funds to the provinces in an endeavour to ensure that Canadians of either official language group have an opportunity to educate their children in their own language, and that Canadian students have the opportunity to learn, as a second language, the other official language of Canada.

Funds are also transferred to the provinces and territories to share in the costs of citizenship and language instruction for immigrants to Canada and the provision of training of health care personnel in certain hospitals at the post-secondary level.

Purchase of Training

The Federal Government assumes financial responsibility for certain programs involving the purchase of training. These expenditures exceeded one-half billion dollars and accounted for some 22% of total federal expenditures in support of education in 1975/76. The Federal Government pays the institutional costs of manpower retraining courses on behalf of qualifying applicants and pays weekly income support allowances to individuals while they are enrolled in courses. Federal funds are also allocated for the education of native peoples in provincial schools and for special vocational programs for adult native peoples.

Support to Institutions and Faculty for Research

Some 6% of federal expenditures in support of education, $160 million in 1975/76, were spent on research support to educational institutions and faculty. These expenditures took the form of grants and contracts to support research carried out by institutions and faculty in the natural sciences and engineering, the health sciences, and the social sciences and humanities.

Support to Students

Expenditures for support to students approached $200 million in 1975/76 (excluding the income support allowances paid to persons enrolled in manpower retraining programs). These payments were for the provision of fellowships and scholarships for post-graduate study, loan guarantees with interest subsidies for students in full time study at the post-secondary level[1], allowances to military officers in university training, special income tax exemptions for post-secondary students, and special support programs for native peoples.

Institutions Operated by the Federal Government

Expenditures on federally operated institutions amount to $85 million in 1975/76. Three military colleges in Canada provide undergraduate university education and military training to Canadian students

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1 - The $200 million of expenditures under this heading does not include the principal amount of loans outstanding under this program. In 1975/76, this amount was in excess of $500 million.

in preparation for careers as officers in the Canadian Armed Forces. The Federal Government also operates directly a number of elementary and secondary institutions to provide for the education of native peoples, especially the Indian community, who are not residents of the Yukon or Northwest Territories. Lastly, education and training are provided for inmates of federally operated penitentiaries.

Education in the Yukon and Northwest Territories

Although constitutionally jurisdiction for education in the Yukon and Northwest Territories rests with the Federal Government, a great deal of autonomy has been granted to the Territorial Councils regarding the administration of the educational system in the Territories. The Councils operate an extensive system of schools and educational programs for the increasing population in these areas.

Principal Federal Departments (Ministries) and Agencies Responsible for Programs Bearing on Education

There is no Canadian federal government office of education. In 1973, the Department of the Secretary of State was designated by the Government of Canada as the federal ministry responsible for the coordinated development, formulation, and review of federal policies and programs relating to education. In addition to administering two major financial transfer programs in the field of education, the Department of the Secretary of State is also responsible for federal policies and programs in support of post-secondary education generally, communication with provincial governments, the academic community, and national organizations, on matters of education, cooperating with the Department of External Affairs in the coordination of Canada's effective participation

in international forums on educational questions, and evaluating the effectiveness of federal policies and programs in support of education against national goals.

Other federal departments (ministries) having direct responsibilities for programs bearing on education are:

Department of Indian and Northern Affairs
Department of Manpower and Immigration
Department of Finance
Department of National Defence
Canadian Penitentiary Service (Ministry of the Solicitor General)
Ministry of State for Science and Technology
Department of External Affairs

In addition to these departments three federal agencies known as the granting councils, namely, the Canada Council, the National Research Council, and the Medical Research Council, are the principal sources of financial support to research carried on by institutions and faculty.
See "Support to Institutions and Faculty for Research" page 5.

PART II. DEVELOPMENTS IN GOVERNMENT OF CANADA PROGRAMS BEARING ON EDUCATION AND RESEARCH IN 1975 AND 1976

Financial Support for Post-Secondary Education

Reference was made in Part I of this report to the system of transfer payments from the Government of Canada to the provinces based on the costs of operating post-secondary institutions in each province. These payments were made pursuant to the Federal-Provincial Fiscal Arrangements Act, 1972. This legislation expired on March 31, 1977 and was superseded by the Federal-Provincial Fiscal Arrangements and Established Programs Financing Act, 1977. Since this new legislation relates to 1977 and succeeding years, it will be described in detail in the Government of Canada's next report to the IBE.

Changes in the Granting Councils

Proposed new legislation is currently being considered by the Parliament of Canada which, if passed, would alter the structure of two of the existing granting councils, namely, the National Research Council and the Canada Council.

The National Research Council, which conducts and supports research in the natural sciences and engineering, would be split into two agencies. One of these would continue the existing function of carrying out research in its own right and the other would continue to support research conducted by outside parties.

The Canada Council, which at present supports the arts and research in the social sciences and humanities, would also be split into two agencies. One of these agencies would continue to provide support to the arts and the other would continue to support research in the social sciences and humanities.

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APPENDIX "A"

EXCERPT FROM THE
CANADIAN REPORT FOR THE 35TH SESSION
OF THE INTERNATIONAL CONFERENCE ON EDUCATION
GENEVA, AUGUST 27-SEPTEMBER 4, 1975

Prepared by

The Department of the Secretary of State for Canada

(Education Support Branch)

August 1975

INTRODUCTORY NOTE

Part I of this report, prepared by the Council of Ministers of Education, Canada, describes provincial activities in education in the period under review. Under the Canadian constitution (The British North America Act), education "in and for each province" is the responsibility of each provincial legislature.

Part II of this report, prepared by the Department of the Secretary of State for Canada (Education Support Branch), describes federal activities in education in the period under review. In addition, since this is the first time the Canadian report for the International Conference on Education has had a federal component, the description of federal activities is prefaced by a background section describing the genesis of those activities.

In the year 1972, Canada's gross national product (GNP) was $103.5 billion. Eight and one-half percent of this amount ($8.8 billion) was spent on education. The provincial governments' share (including other sources) was $6.9 billion, and the Government of Canada's share was $1.9 billion.

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PART II - THE GOVERNMENT OF CANADA (THE FEDERAL GOVERNMENT)

INTRODUCTION

At the time of Confederation, the federal government played no role in education in Canadian society. Under the terms of Confederation in 1867, the British North America Act placed responsibility for education with provincial governments. However, social and economic changes over the hundred years since Confederation moved the federal government into an increasingly active role in education. Thus the federal government responded to educational demands of industrialization in the early 1900's, veterans returning from wars, and expanding post-secondary enrolments in the 1960's. These and other events, which placed heavy strains on education facilities, resulted in increased federal commitment. In financial terms, the commitment of the Government of Canada to education now exceeds an annual total of $2 billion dollars.

This report is presented in two sections. The first of these is a brief descriptive overview of Government of Canada activities bearing on education. This section is intended to provide a basic reference point for the second section, which deals with developments which have occurred in 1973-74 and 1974-75. The second section responds to the guidelines for drafting national reports issued by the IBE Secretariat.

A. OVERVIEW OF GOVERNMENT OF CANADA ACTIVITIES BEARING ON EDUCATION

1. GENERAL

The variety of federal activities relating to education is outlined below generically with only a very brief example provided to indicate the nature of the activity. This is followed by a more complete commentary on programmes on a departmental or agency basis.

Generally speaking, the various programmes of the federal government bearing on education can be classified under the following categories:

a) Substantive educational programme administration, e.g. the operation of educational systems in the northern territories which are constitutionally the responsibility of the Government of Canada.

b) Financial transfer payments to other levels of government, e.g. the "fiscal transfer" to provincial governments related to the operating costs incurred by eligible post-secondary educational institutions in each province.

c) Financial support to individuals, e.g. grants for personal and family maintenance to persons registered in approved manpower retraining programmes or loans to students in post-secondary institutions.

d) Financial support for faculty, e.g. research grants made available to faculty members by agencies supporting research in the natural sciences and health sciences.

e) Financial support to institutions, e.g. research grants made to universities by the National Research Council.

A general summary of the broad orders of financial magnitude of these activities for the year 1972-73 appears in Table A overleaf.

2. MAJOR GOVERNMENT OF CANADA ACTIVITIES BEARING ON EDUCATION

The federal departments (ministries) most heavily involved in educational matters are the departments of: Indian and Northern Affairs, Manpower and Immigration, Finance, National Defence, Secretary of State, External Affairs, and the Ministry of State for Science and Technology. The federal agencies most heavily involved (generally referred to as the "granting councils") are: the National Research Council, conducting and supporting research in the natural sciences, the Medical Research Council, supporting research in the health sciences, and the Canada Council, supporting research and excellence in the arts and social sciences. Before commenting on more specific activities it should be emphasized that the following comments are not exhaustive. They portray in only the broadest of brush strokes the more important activities of each department or agency.

Departments (Ministries)

a) Department of Indian and Northern Affairs

The Department of Indian and Northern Affairs is responsible for the provision of educational services in those land areas which constitutionally are the responsibility of the Government of Canada, i.e. the northern territories and Indian reservations. Canada's northern territories are two in number, the Yukon and the Northwest Territories. Administratively, a very large element of government has been transferred to the Territorial capitals, including the operation of the Education Departments. Although ultimate political responsibility remains with the Minister of Indian and Northern Affairs, and all statutory matters affecting the Territories are dealt with by the federal Parliament, a large amount of administrative discretion has been delegated to the Territorial Governments.

In the northern territories a full range of educational services is provided at the elementary and secondary level, including technical and vocational training. In addition, adult technical and vocational training and upgrading is also provided. These educational services are made available to the children of both the native peoples and the non-native population. In connection with the former group, considerable emphasis has been placed in the recent past on developing educational programmes which take account of and foster the linguistic, cultural and social backgrounds from which these children come. Special curricula and text books, native

TABLE A

STATISTICAL OVERVIEW OF FEDERAL EXPENDITURES ON EDUCATION, 1972-73

Program	Grants and Contributions to: Governments	Institutions[2]	Faculty	Students	Other Expenditures	Total[1]
	(thousands of dollars)					
Department of Indian & Northern Affairs	34,882.0	-	-	7,980.0[3]	63,173.0	105,235.0
Department of National Defence	8,116.0	-	-	31,677.0	42,986.0	82,779.0
Federal Prison Service	77.9	-	-	-	339.1	416.0
Occupational Training of Adults	-	-	-	138,439.0[4]	172,172.3	310,611.3
Fiscal Transfers for Post-Secondary Education	987,030.0	-	-	-	-	987,030.0
Citizenship and Language Instruction Agreements	775.7	-	-	-	-	775.7
Textbook Agreement	120.6	-	-	-	-	120.6
Teaching of Official Languages	62,883.2	-	-	-	-	62,883.2
Department of Regional Economic Expansion[5]	11,689.0	1,624.0	-	-	-	13,313.0
Research Grants and Fellowships	-	13,450.2	107,772.0	79.8	-	121,302.0
Contracts	-	5,069.0	2,435.7	-	-	7,504.7
Excise Tax Exemption	-	23,000.0	-	-	-	23,000.0
Canada Student Loans Plan[6]	10,623.0	-	-	-	23,400.0	34,023.0
Allowances, Bursaries, Scholarships and Fellowships	-	648.3	-	27,742.0	-	28,390.3
Income Tax Reductions	-	-	-	84,000.0	-	84,000.0
Other Programs[7]	93,805.7	-	-	-	3,139.0	98,944.7
TOTAL	1,211,203.1	45,791.5	110,207.7	269,917.8	305,208.4	1,940,328.5

1 - Excludes federal expenditures on educational technology; information services; training of foreign students administered by the Canadian International Development Agency (CIDA); and Canadian participation at international conferences on education matters. In addition, the total excludes equalization of local school taxes. This program went into effect in 1973-74, and amounted to $160 million in that year. Also excluded are all types of loans.

2 - Excludes expenditures on federally operated institutions.

3 - Allowances to students or parents.

4 - Allowances to students.

5 - Includes expenditures on FRED (Fund for Regional and Economic Development): $446,000 for capital expenditures in Prince Edward Island, and New Brunswick, and $316,000 for adult education in Prince Edward Island.

6 - Excludes value of loans under the Plan. Total amount of new loans under the Canada Student Loans Plan (CSLP) was $100 million in 1972-73. Québec, which has its own plan, received alternative payments ($10.6 million) for 1972-73. Operating costs of the Plan, shown as "Other Expenditures" include: interest payments; loss claims; death claims and collection fees.

7 - "Other Programs" include programs of the Department of Health and Welfare for health personnel training and health training facilities ($95.8 million).

Source: Survey carried out by the Education Support Branch, Department of the Secretary of State.

language instruction and programmes to bring native peoples into the teaching profession are but a few examples of these. It is hoped that these initiatives will help in retaining native students in the educational system for significally longer periods than at present.

Curricula and other educational matters are, for the most part, patterned along the lines of those in the province located geographically most closely to the territory. While schools are spread as widely as possible throughout the territories, the enormous land areas involved and the large number of tiny, isolated settlements result in some of the schools having to provide residential facilities for a large number of their students.

Total expenditures on education, capital and operating, in 1973-74 were some $9.5 million in the Yukon and $30.0 million in the Northwest Territories.

The comments relating to the education of native peoples in the northern territories also apply to the education of Indians. The Department operates directly schools which are located on Indian Reserves and also makes arrangements whereby Indians attend provincially operated schools. In addition, there is a support programme designed to encourage Indians to participate in post-secondary education. As with the northern native peoples, there has been great stress in recent years on developing an educational system that will advance the cultural aspirations of the Indian community and to assist Indians, as individuals, in achieving equality of opportunity and self-fulfilment in relation to other Canadians.

The total expenditures of the Department of Indian and Northern Affairs on Indian education in 1973-74 were in excess of $135.0 million.

b) Department of Manpower and Immigration

While the Department of Manpower and Immigration, as its name implies, engages in a wide variety of activities, its educational activities revolve around the Occupational Training of Adults Programme (OTA).

The basic purpose of this programme is to enable adults who have been participants in the labour force to retrain or upgrade their skills to be able to better capitalize on occupational trends, skill needs and various industrial development plans. Close coordination and cooperation is maintained with provincial governments regarding all aspects of the operation of the OTA programme.

Two forms of employment-oriented training are available under the programme: institutional training conducted under the auspices of a school or college; and industrial training conducted by a firm for its workers.

Under the former arrangement, training is generally conducted in provincial vocational schools, community colleges or similar institutions, although in exceptional circumstances privately owned institutions may be used. All costs for the purchase of the "seat" for a trainee at such an institution are provided for by the programme and in addition the trainee receives a weekly support allowance varying from $43 to $130 depending on his age, number of dependents and whether or not he is living away from home. The allocation of funds by type of training, geographic area and institution

in each province is monitored by federal-provincial committees. The province has full responsibility for the content and methodology of the training. In 1973-74, some 227,000 individuals received such training at a cost exceeding $350 million.

The industrial training component of the programme is distinguished from the institutional in that it is employer-centred and is provided for employees who are trainees of the training firm at least during the training period. Financial assistance from federal funds is provided to the employer in the form of reimbursement of most direct training costs and trainee wage costs. No monies are paid directly to trainees. In 1973-74, some 43,000 persons received industrial training at a cost of $19 million.

c) Department of Finance

The Department of Finance is responsible for a number of arrangements directly or indirectly related to education. These arrangements are listed below, and will be discussed in greater detail:

- Equalization Payments
- Fiscal transfers to provinces for post-secondary education
- the Canada Student Loans Plan
- special income tax exemptions available to students at post-secondary institutions
- special excise tax provisions

Under the programme of Equalization Payments, a large number of provincial revenue sources are equalized under a complex formula with the effect that transfer payments are made to poorer provinces to raise their general revenues to the national average level for all provinces. Revenues equalized range from obvious ones such as provincial personal income taxes and sales taxes to more obscure ones such as race track taxes. The payments to the provinces are completely unconditional. The philosophy underlying the Equalization system is that all provincial governments should have the financial resources to provide their citizens with a national average level of provincial government services, including education, but on a basis reflecting the priorities determined by the governments receiving the payments. In 1973-74, seven of Canada's ten provinces received Equalization Payments in the total amount of $1.5 billion.

Since 1967, there has been an additional transfer payment mechanism linked to post-secondary education operating expenditures, the so-called fiscal transfers to provinces for post-secondary education. There are two distinct aspects to this programme: a basis for determining the amount of money to which a province is entitled; and a mechanism for making the payments.

The basis for determining provincial entitlements is that provinces receive 50% of institutional (not provincial payments in respect of) operating

expenditures incurred by post-secondary institutions in the province, with a floor provision designed to give recognition to provinces where post-secondary expenditures are relatively low. In 1967, this floor was determined by multiplying the total population of the province by $15. In subsequent years, the 1967 amount was increased by the year over year percentage increase in the national average operating expenditures of post-secondary institutions in Canada. Three provinces have received payments on this basis since the programme's inception. Provision exists that, when it would become more advantageous for these provinces under the 50% formula, they automatically move to that basis.

The provincial entitlement is filled in two ways: by the "federal revenue reduction", and by "adjustment payments". Under the federal revenue reduction, the federal government reduced its personal income and corporate income taxes and the provinces increased theirs by a corresponding amount, thereby augmenting provincial revenues with no increased burden to the individual tax payer. If the revenue reduction is insufficient to fill the total of a province's entitlement, the balance is made up by a cash "adjustment payment". The latter component of the programme is administered by the Department of the Secretary of State. Since 1972, the governing legislation has provided that the total payments made under this programme cannot increase from one year to the next by more than 15%. On the basis of preliminary data, it appears that this provision came into effect for the first time in 1974 75. The total value of this programme in 1973-74 exceeded $1 billion, $600 million of which resulted from the revenue reduction and $467 million in adjustment payments.

Under the Canada Student Loans Plan, qualifying full-time students at eligible post-secondary institutions can borrow up to $1800 per academic year subject to an overall maximum of $9800. Loans are made by chartered banks and other approved commercial lending institutions. The federal government guarantees repayment of the loan in the event of the death of, or default by, the borrower and pays the interest on the loan during the period that the borrower remains in full-time study and for six months thereafter. Loans can be repaid over a period of up to nine and one-half years. Loans are authorized on the basis of Certificates of Eligibility which can be issued only by provincial authorities designated by the governments of the provinces participating in the Plan to their own residents. The Canada Student Loans Act provides that a province which operates a student loans programme of its own may elect not to participate in the federal programme and receive instead an alternative payment related to the cost to the federal government of operating the Plan in the participating provinces. The Province of Québec availed itself of this option at the time of the Plan's inception in 1964.

In order to ensure a large measure of consistency and equity in the administration of the Plan among the participating provinces, a committee of federal and provincial officials has met regularly since the Plan's inception to develop a common approach to the administration of the Plan. This has resulted in the development of a three-part set of administrative criteria dealing with the determination of a student's financial need for assistance, the determination of a student's province of residence, and a number of definitional matters.

All participating provinces have integrated their provincial student aid programmes - loans and/or grants - into the Canada Student Loans Plan.

Generally speaking, provincial assistance is available only to students who are residents of a province and are studying in that province. No such restrictions apply, however, to the Canada Student Loans Plan. Loans are available for eligible students at virtually every Canadian post-secondary institution and at a large number of institutions outside Canada. Thus, the Canada Student Loans Plan provides for a very high degree of portability of benefits for qualifying students.

In 1972-73, 122,000 students had loans authorized with a total value of $106 million. The total cost of the programme approached $33 million.

There are two special income tax deductions available to post-secondary students. The first of these enables a student, in determining his taxable income, to deduct tuition fees paid if those fees exceed an amount of $25. This provision applies to fees paid to all recognized post-secondary institutions in Canada and, in certain circumstances, to schools outside Canada. These deductions reduced federal income tax revenues in 1972 by an estimated $34 million. In addition to this measure, each student is permitted a deduction of $50 per month for each month in which he was enrolled in full-time attendance at a designated post-secondary institution. In the case of the latter, if the income of the student is insufficient to fully utilize the total value of this deduction, any residual amount can be claimed by a supporting individual, e.g. a spouse or a parent. The revenue foregone in 1972 as a result of this provision amounted to some $50 million.

Under the Excise Tax Act, provision is made for the reimbursement to educational institutions of sales tax paid for materials for educational buildings. The cost of this provision in 1973-74 is estimated at $23 million.

d) Department of National Defence

The Department of National Defence is involved in education in two distinct ways. The first of these is military education designed to provide officers with post-secondary educational qualifications which will meet the personnel requirements of the Canadian Forces as they exist from time to time. The second involves responsibility for the provision of education for dependent children of Canadian Forces personnel living on military bases both in Canada and abroad.

The basic programme of military education is the Regular Officers Training Plan (ROTP). Under this Plan, successful candidates are educated for a maximum period of five years, to the baccalaureate level, at public expense. This education may be obtained at Canadian universities and community colleges, or at one of three military colleges owned and operated directly by the Department of National Defence. Approximately 70% of ROTP participants attend the military colleges. ROTP candidates are enrolled as members of the Canadian Forces with the rank of officer cadet and are paid at this rank. Upon graduation, the individual is commissioned and has an obligation to serve in the forces for a period of four or five years.

While considerable emphasis is placed in the military colleges on providing a balanced education in terms of academic, physical and social development, these institutions are operated by the military and for the

military. One effect of this is that they are highly attuned to the training of qualified officers in relation to existing and changing military needs.

In addition to the ROTP, the Department of National Defence also operates programmes under which armed forces' personnel can upgrade their education at the post-secondary level, for example, to receive medical and dental education and to receive education at the post-graduate level.

The Department of National Defence provides for the education of dependent children of armed forces' personnel in a variety of ways. It may use nearby municipal schools, paying to the school board the costs of the children's education; it can share with a local school board the construction and operating costs of a school facility; it can own and operate autonomous schools on military bases. In the latter case, the educational programme followed is that of the province in which the school is located. In the case of schools located abroad, the education system used is that of the Province of Ontario if the language of instruction is English, or the Province of Québec if the language of instruction is French.

e) Department of the Secretary of State

The Department of the Secretary of State is involved in educational matters in a number of ways.

The Department of the Secretary of State has been designated as the agency within the federal government responsible for coordinating the development, formulation, implementation and review of federal policies and programmes relating to education. This includes communication with provincial governments, the academic community, and national organizations on matters of education; cooperating with the Department of External Affairs in the coordination of Canada's effective participation in international fora on educational questions; and evaluating the effectiveness of federal policies and programmes in support of education against national goals.

In addition to the functions described above, the Department of the Secretary of State has two major, direct, programme responsibilities, namely, the administration of the Post-Secondary Education Adjustment Payments Programme and a programme involving financial support for education at all levels in Canada's two official languages.

It will be recalled from the discussion of the Post-Secondary Education Fiscal Transfer under the Department of Finance section of this report that the provinces' entitlements for federal funds are filled in two ways. These were a transfer of personal and corporation income tax revenues from the federal government to the provinces (administered by the Department of Finance) and, to the extent that this tax transfer was insufficient to meet provincial entitlements, the making of cash adjustment payments to provide for the difference (administered by the Department of the Secretary of State). Estimates are received in advance of a fiscal year on provincial operating expenditures and the value of the tax transfer, and, on the basis of these estimates the levels of adjustment payments for each province are determined by the Department of the Secretary of State. Regular monthly "advance payments" are then made to the provinces during the fiscal year.

Some time after the close of the fiscal year, when final audited data are available, "final settlements" for the fiscal year are worked out with each province. Since the inception of the programme in 1967, some $3 billion has been paid to the provinces in the form of adjustment payments.

The programme under which financial support is made available for education in Canada's two official languages is of fairly recent origin. As a result of the work of the Royal Commission on Bilingualism and Biculturalism, the federal government established the Language Programmes Branch within the Department of the Secretary of State. This Branch began its work in 1970 with the objectives of enabling Canadian children to be educated in their official language (English or French) and to learn the other official language as a second language. Programmes concerning bilingualism in education were then developed under federal-provincial agreements. These programmes were designed to increase provincial services in the fields of official language education and the teaching of the second official minority language. Essentially, funds are provided in the form of partial reimbursement for the teaching programmes carried out. For the initial phase, from 1970 to 1974, the federal government allocated approximately $300 million to the Language Programmes Branch. The Branch designed programmes to provide financial assistance for the development of bilingualism in education at the elementary, secondary, and university levels; and bursaries to university students for language immersion courses. The Branch also operates programmes to encourage bilingualism in provincial governments, national associations, and private enterprises.

For the development of bilingualism at the university level, grants are provided to the provinces to assist post-secondary institutions which offer education in the minority language (including language training centres). Funds are also distributed in the form of travel bursaries to students who cannot pursue their studies in their own language in their own province. In addition, bursaries are given to second-language teachers who wish to take short refresher courses. The total amount of funds granted under this programme in 1973-74 was approximately $11 million.

In addition, provision exists for the financing of "special projects". This programme is designed to enable provincial governments to identify spheres of activity in which substantial progress may be possible in the development of bilingualism in education. Each province in encouraged to propose innovative and experimental projects in minority language education or second language instruction at any level of education.

f) Department of External Affairs

While the Department of External Affairs' activities do not directly touch upon the organization and administration of education within Canada, the Department nonetheless has important responsibilities for ensuring adequate representation and participation of legitimate Canadian interests in international undertakings relating to education and culture. These activities are too numerous to discuss in their entirety but a few examples are given to indicate the nature of the Department's involvement. The Department is responsible for carrying out cultural exchange programmes with many countries. These programmes have an educational dimension in that

they frequently provide for exchanges of professors, students, and researchers as well as for artistic exchanges of all kinds. Moreover, in carrying out cultural/ academic exchange programmes with other countries, the Department works closely with interested Canadian institutions. The Department has also recently initiated a programme to support the development of Canadian studies at several universities abroad.

Canada's membership in a number of international organizations leads it to participate in education-oriented activities of such organizations as UNESCO and OECD as well as the Commonwealth and the Agence de Coopération Culturelle et Technique. Here again, the role of the Department of External Affairs is to facilitate and ensure adequate participation by and representation of the interested Canadian organizations, Federal departments and agencies, and provincial governments.

Canada's international developmental assistance activities also have an important educational dimension. The Canadian International Development Agency, in close collaboration with provincial authorities, provides advisors and educators for developing countries as well as training in Canada for students from these countries.

g) Ministry of State for Science and Technology

In 1971, the Parliament of Canada passed legislation establishing the Ministry of State for Science and Technology.

The Minister of State for Science and Technology was charged with the formulation and development of policies on: the most appropriate means for the Government of Canada to have a beneficial influence on the development and application of science and technology in Canada through measures within its fields of jurisdiction; the coordination of scientific and technological programmes and activities with other government policies and programmes; and the fostering of cooperative relationships with other government organizations, both domestic and foreign, and with public and private organizations in science and technology. Further, the Minister was charged with assisting departments and agencies of the Government of Canada in formulating and developing advice to the government on: the optimum investment in and application of science and technology in pursuit of national objectives; the organization of scientific activities within the public service of Canada; the allocation of human, financial and material resources to Canadian scientific activities; and the extent and nature of Canadian participation in international scientific activities. To accomplish this, the Minister could undertake such research, analysis and policy studies as would be required to further understanding of the impact of science and technology on society, and he could determine and promote the use of methods to assess the effectiveness of scientific programmes and policies. The responsibilities described here have formed the basis for the development of the activities of the Ministry during the succeeding three years of its existence.

With this mandate, a large number of activities of the Ministry are involved with matters affecting education and research. There are two major areas of concern in this regard, namely, a concern with problems of supply and demand of highly qualified manpower, and the Ministry's particular interest in

federal support for university research.

The interest in manpower stemmed from a growing private and public concern about the supply, demand, education, and employment of highly qualified personnel. It was decided, therefore, to develop a comprehensive information base for the purpose of being able to foresee and assess future trends and developments in this area. To this end, the Ministry, in conjunction with Statistics Canada, conducted a survey to obtain overviews of the occupational distribution of Canadians possessing high educational qualifications and their work histories. The results of this survey are expected to yield much useful information.

The Granting Councils

Councils generally differ from government departments in that the legislation under which they are established permits them a wide degree of autonomy in the conduct of their operations. Detailed comments on the activities of the granting councils follow.

a) The National Research Council

Established in 1916, the National Research Council of Canada was charged with undertaking, assisting and promoting scientific and industrial research in Canada. Over the years, the Council has promoted the development of a broad base of scientific and engineering competence in Canada in its own laboratories and in the university and industrial communities. A measure of its excellence is the fact that one of its staff won the Nobel Prize in Chemistry in 1971.

Research grants to universities are considered essential for the creation of new knowledge, for the application of science, and for the effective use of national scientific and technological resources. The maintenance of a strong scientific base in Canada also calls for development of highly qualified manpower through research training in universities.

In 1972-73, the Council spent $66.7 million under its programmes of scholarships, fellowships and grants in aid of research and related undertakings. The bulk of this support went to the following recipients:

- faculty members, $54.04 million;
- graduate students and post-doctorate fellows in universities, $8.36 million;
- universities, $3.03 million.

The majority of research grants are awarded to individual researchers on the basis of the merits of their research proposals and their proven excellence in research (fundamental or applied) as judged by discipline-oriented selection committees. Individual research grants form the backbone of the Council's support to university research. The major component comprises

individual operating grants, which in 1972-73 numbered 4,900, amounting to $37.8 million.

The fields of science supported through National Research Council awards to university researchers include: agriculture, astronomy, biology, chemistry, computing and information science, engineering, physical geography, geology, geophysics, mathematics, metallurgy, meteorology, oceanography, physics, space research and experimental psychology.

b) The Medical Research Council

The Medical Research Council had its beginning in 1939 with the establishment of a National Research Council committee for Medical Research. In 1960, the Medical Research Council became an autonomous granting body, but was still attached to the National Research Council. In 1968, the Medical Research Council became a separate entity.

The objectives of the Medical Research Council are to help attain the quality and scale of research in the health sciences essential for maintenance and improvement in health services.

Research grants and research fellowships are awarded to faculty members. Awards are made on the basis of relevance to health, and are given on the recommendation of review committees.

In 1972-73, the Medical Research Council made grants to faculty members of some $34 million.

c) The Canada Council

Established in 1957, the Canada Council promotes the development in Canada of the arts, social sciences, and humanities through a broad programme of fellowships and grants. It also shares responsibility for Canada's cultural relations with other countries in cooperation with the Department of External Affairs.

As provided in the Canada Council Act, the Council enjoys a large measure of autonomy, setting its own policies and developing and carrying out its own programmes in consultation with the community of artists and scholars. The Council reports to Parliament through the Secretary of State.

The Council's income is derived from three sources: an annual grant from the federal government (about $35 million for the 1972-73 fiscal year); a $50 million endowment fund established by Parliament when it created the Council (expected to yield $5 million annually); and private funds willed or donated to the Council and used in accordance with the wishes of the donors. During its first year of operation, the Council received a $50 million grant to be used to assist the provinces in the construction of university facilities for studies in the arts, social sciences, and humanities.

The greater part of the Council's budget is used for assistance to the humanities and social sciences ($21.3 million in 1973-74). Funds are contributed for doctoral fellowships, leave and research fellowships, learned meetings and conferences, and the publication of journals and manuscripts. Most of the balance ($18.2 million in 1973-74) is used to finance the arts in the form of bursaries and awards to individuals and grants to organizations.

The Canada Council also administers, on behalf of the Department of External Affairs, part of a programme of exchanges with an increasing number of countries, under which it has awarded several hundred fellowships and grants to citizens of those countries.

In 1973, the Council instituted a new programme known as the Explorations Program. It is designed to assist projects in the arts, social sciences and humanities which enhance the awareness of Canada's cultural diversity and heritage. Recipients are not restricted to the academic community but may include professional artists, cultural animators and others. In the programme's first year, about $1 million was contributed to 231 projects.

The Canada Council also provides the budget and staff for the Canadian Commission for UNESCO, which works in close cooperation both with governments and with the private sector. The main responsibilities of the Commission are to ensure non-political liaison with the Canadian professional community and to advise governments and the private sector on their participation in the UNESCO programme.

B. DEVELOPMENTS IN GOVERNMENT OF CANADA ACTIVITIES BEARING ON EDUCATION AND RESEARCH IN 1973-74 AND 1974-75

This section of the report of the Government of Canada should be read against the background of federal activities bearing on education which appears in the preceding section of this report.

1. NEW LEGISLATIVE MEASURES

i) Amendments to the Federal-Provincial Fiscal Arrangements Act, 1972

In 1973, two important amendments were made to the Federal-Provincial Fiscal Arrangements Act, 1972, which governs the system of Equalization Payments and the Post-Secondary Education Fiscal Transfer (see comments under "Department of Finance" in Section A).

The first amendment, which dealt with the programme of Equalization Payments, broadened the revenue sources to be equalized to the national average level to include those revenues for school purposes which are raised by local governments. It was expected that this measure would result in an increase in Equalization Payments to the seven recipient provinces of some $160 million in 1973-74. While these payments to the provinces are totally unconditional as to the purposes for which they can be spent, the Minister of Finance, at the time of introducing this amendment to Parliament, expressed the hope that these

payments would be passed on to local governments to be used to reduce local taxes or to finance municipal government services which would include education.

The second amendment, which dealt with the Post-Secondary Education Fiscal Transfer, extended the period that this measure would remain in effect to March 31, 1977. (Before the amendment, the Post-Secondary Education Fiscal Transfer was due to expire on March 31, 1974).

ii) Amendment to the Canada Student Loans Act

In early 1975, the Canada Student Loans Act was amended to increase the amount of money that a student could borrow in a single year from $1400 to $1800. No change was made in the overall maximum which a student can borrow which remains $9800.

2. ADMINISTRATION AND FINANCING

a) Administration

This matter is covered in Section A of this report.

b) Educational Planning

In the discussion in Section A of the activities of the Ministry of State for Science and Technology, attention was drawn to the study which was carried out regarding the characteristics of the existing stock of highly qualified manpower in Canada. The purpose of this study is to provide a basic reference source which can be used in assessing existing and developing trends in the supply of and demand for highly qualified manpower.

c) Finance and Budget

This item is covered in Section A of this report.

3. DEVELOPMENT OF THE EDUCATION SYSTEM

a) General Information

This item is covered in Section A of this report.

b) Development of the System

i) Education of Native Peoples

Reference was made in Section A to the great emphasis that was being placed on the education of native peoples both in the northern territories and on Indian Reserves. Special curricula, audio-visual aids, and textbooks in native languages are being developed and native language instruction is being increased. These initiatives are being pursued not only to recognize and foster the social, cultural and linguistic backgrounds of these students but also to eliminate the almost insurmountable obstacles with which these students were confronted when they were placed in an educational system which was designed to meet the requirements of the non-native community.

ii) Department of National Defence

The Department of National Defence was able to develop a promising innovation in September 1974 in conjunction with the University of Manitoba. Recognizing the problem of the mobility of Forces personnel, the University will, once a Force member or dependent has registered for and successfully completed no less than two full courses through any of its faculties, provide on-going counselling as to the choice of courses at the University or other centres. After completion of the normal number of courses (e.g. fifteen for a baccalaureate), the University will confer one of its degrees upon the student. This program, in effect, alleviates the difficulty of meeting the residency requirements for university graduation.

c) Teachers and Teacher Education

The Government of the Northwest Territories has recently introduced a programme which is designed to encourage native peoples to enter into the teaching profession. This is an obvious component of the more general policy of placing much greater emphasis on the unique needs of the native peoples in structuring their educational system.

d) Other Educational Programmes

i) The Granting Councils

The government has announced its intention to carry out a major reorganization of the operations of the National Research Council and the Canada Council. The motive behind this proposed reorganization is to give the granting councils more precisely defined objectives to promote the contribution of research in science, technology, humanities, and social sciences to Canadian society.

Under the proposed reorganization, the National Research Council would no longer be responsible for granting, but would concentrate on the operation of its own laboratories. The awarding of grants for research in the natural sciences and engineering would become the responsibility of a new council.

The Canada Council would no longer make grants for social sciences and humanities research; this function would be assumed by a new Social Sciences and Humanities Research Council. The Canada Council would continue in its other functions as described in Section A.

ii) Official Languages

In 1974, the Secretary of State announced that arrangements had been worked out with the provinces to provide for the continuation of the programme to provide financial support for education in Canada's two official languages for a further five-year period following the termination of the first programme in 1974. The general thrust and intent of the programme remains unchanged although there were certain modifications of a technical nature in the formulae used for paying funds to the provinces.

iii) Canada Studies Foundation

In early 1975, the Secretary of State for Canada announced that the federal government would cooperate with the Council of Ministers of Education, Canada in providing funds for the continued operation of the Canada Studies Foundation.

The Canada Studies Foundation was incorporated in February 1970 as an independent non-profit organization whose purpose is to find ways to improving the quality of Canadian studies in the elementary and secondary schools of all provinces, so that young Canadians might gain a better understanding of themselves and of other Canadians from different regional, cultural and linguistic groups across the country. Until 1975 the work of the Foundation was financed on an ad hoc basis from three sources, namely (i) individuals, foundations and corporations; (ii) the Canada Council; (iii) the Department of the Secretary of State.

Beginning in 1975, the Foundation will be jointly funded by the Department of the Secretary of State and the Council of Ministers of Education, Canada. Each body will contribute $330,000 per year for two years to enable the Foundation to continue its unique experiments in voluntary interprovincial cooperation in education. The Foundation will continue to operate as an independent organization.

Through a series of pilot projects, in consultation with the Council of Ministers of Education, the Foundation has provided opportunities for teams of educators to work together in the development and exchange of learning materials for use in the Canadian studies classroom. The themes of all projects receiving Foundation support will be country-wide in scope and teams from different regions will work together in the development of such themes.

4. MAJOR TRENDS AND INNOVATIONS

a) New Orientation of Present Educational Policy; and

b) Significant Innovations

The designation in 1973 of the Department of the Secretary of State as the focal point for federal activities having a bearing on education represents a significant step in attempting to rationalize and coordinate these activities. The Education Support Branch of that Department has been substantially reorganized so as to be better able to carry out this mandate. One component of the Branch now concentrates on analysis, research and policy formulation. The other component of the Branch focuses on programmes and coordination and liaison. This latter component is responsible for the post-secondary adjustment payments to the provinces, and for coordination and liaison on education matters within the federal government, with provincial governments, the academic community, and national associations, and, in conjunction with the Department of External Affairs, to ensure Canada's effective participation in international fora on education questions.

5. EDUCATIONAL RESEARCH

The preparation of the federal part of the internal report for the OECD country review of educational policies in Canada represents the first time that a systematic current inventory of federal policies and programmes bearing on education has been produced. In addition to the contribution that this document has made to the country review, it represents a basic reference source which will be of considerable interest and use to a wide variety of persons and institutions with an interest in Canadian education and research.

6. DOCUMENTARY REFERENCES

a) Legislation

i) Amendments to Parts I and VI of the Federal-Provincial Fiscal Arrangements Act, 1972, providing respectively for the inclusion in the Equalization Payment Formula of local government revenues for school purposes, and extending the Post-Secondary Education Fiscal Transfer to March 31, 1977.

ii) Amendment to the Canada Student Loans Act increasing the annual maximum loan limit from $1400 to $1800.

b) Official Publications*

i) Government of Canada Report for the OECD Country Review of Educational Policies in Canada (unpublished document).

ii) "The Organization and Administration of Education in Canada", by David Munroe, published for the Education Support Branch of the Department of the Secretary of State by Information Canada, Ottawa, 1974. (219 pages, Crown Copyrights reserved, Secretary of State Department registration no. 41411-3-1582, Information Canada catalogue no. S2-36/1974, available from Information Canada, Ottawa, Ontario, Canada K1A 0S9, price $3.75).

iii) Annual Reports of the Department of the Secretary of State for the fiscal years 1972-73 and 1973-74.

iv) Annual Reports of the National Research Council, the Medical Research Council, and the Canada Council, for the fiscal years 1972-73 and 1973-74.

* NOTE: One copy of each of these official publications (in English and French) has been deposited with the IBE Secretariat for reference purposes at the time of filing this report.